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Brandeis University Bulletin

Course Offerings





Brandeis University
Libraries



Brandeis University
National
Women's Committee

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Brandeis University

Brandeis University is a private, coeducational, and nonsectarian institution of higher learning and research. Located in Waltham, Massachusetts, its 3,800 students are drawn from 50 states and 55 countries, and its faculty of 316 includes nationally and internationally recognized teachers, scholars, and researchers.

Founded in 1948 by the American Jewish community, Brandeis brings to American higher education a unique cultural perspective reflecting Jewish traditions of scholarship and community service and the commitment to social justice personified by Louis Dembitz Brandeis, the distinguished Supreme Court justice for whom the University is named. While Brandeis maintains a special relationship with the Jewish community, it is not affiliated with any religious organization, it offers no theological instruction, and it welcomes students and faculty of all backgrounds and beliefs.

Through a comprehensive curriculum and cocurricular activities, Brandeis presents students with a diverse array of issues and approaches to learning. The academic focus throughout is on the liberal arts and sciences and no professional training is conducted at the undergraduate level. Undergraduate courses are offered, however, in legal studies, education, international business, premedical studies, journalism, and other areas that help prepare students for later professional training. At the graduate level, Brandeis University offers professional programs in social welfare, international economics and finance, and Jewish communal service.

Brandeis is a member of the Association of American Universities, which represents the leading research institutions in North America, and is accredited by the New England Association of Schools and Colleges. The research interests of the faculty span a wide range of disciplines in the sciences, social sciences, humanities, and creative arts.

The University's principal components are the undergraduate College of Arts and Sciences, the Graduate School of Arts and Sciences, The Heller Graduate School, the Lown School of Near Eastern and Judaic Studies, the Rabb School of Summer and Continuing Studies, and the Graduate School of International Economics and Finance.

The College of Arts and Sciences is the core of the University. With an enrollment of nearly 3,100, it combines the intimacy of a small college with the breadth and depth of a major research institution. The curriculum is designed for maximum flexibility, choice, and interconnectedness. At its heart are programs that emphasize interdisciplinary and integrative perspectives: University Seminars in Humanistic Inquiries and non-Western and comparative studies. Other curricular components include courses that hone writing, quantitative reasoning, and foreign language skills. In addition, students select courses from 24 departments and 22 interdepartmental programs. They choose from among 39 majors and 42 minors, and may also elect an independent interdisciplinary major.

The Graduate School of Arts and Sciences, established in 1953, offers master's and doctoral programs in 33 fields, and post-baccalaureate programs in studio art and premedical studies, as well as a diploma in Jewish studies and an Artist's Diploma in music. Current enrollment is about 900. Graduate study offers students in-depth, broad-based scholarly exposure while providing professional training in their chosen fields.

Founded in 1959, The Heller School of Social Policy and Management enrolls approximately 300 students. The school offers a Ph.D. in Social Policy, a Master of Management, and a Master of Arts in Sustainable International Development. Graduates of the Ph.D. program pursue careers in teaching, research, and high-level administration. Graduates of the M.M. and M.B.A. Programs hold a variety of managerial positions in public, private, and not-for-profit health and human service organizations. Graduates of the Sustainable International Development Program hold positions in international agencies and local development organizations throughout the world. Faculty research focuses on major public policy issues around the areas of aging; child, youth, and families; health, mental health; substance abuse; disabilities; and economic hardship and inequality.

The Lown School, one of the most comprehensive centers for Judaic studies outside Israel, reflects Brandeis's special commitment to scholarship that illuminates issues of concern to the Jewish community, scholars in religion, and students of the ancient and modern Near East. It houses the Department of Near Eastern and Judaic Studies, the Maurice and Marilyn Cohen Center for Modern Jewish Studies, The Tauber Institute for the Study of European Jewry, The Jacob and Libby Goodman Institute for the Study of Zionism, the Bernard G. and Rhoda G. Sarnat Center for

the Study of Anti-Jewishness, and the Benjamin S. Hornstein Program in Jewish Communal Service. The National Center for Jewish Film and the American Jewish Historical Society are affiliated with the Lown School.

The Graduate School of International Economics and Finance is the newest graduate school at Brandeis, established in 1994. It is designed to help students recognize and respond to the challenges of a world economy. The Lemberg M.A. and the new M.B.A./International programs emphasize practical business tools and the analytical concepts of interdependence, cutting across traditional disciplinary boundaries of business schools and graduate schools of international relations. The Ph.D. Program provides advanced training in theory, research techniques, and creative problem-solving in an integrated global economic framework. Concentrations are offered in international trade, international finance, international business, and development/transition economics. The innovative part-time M.S. in Finance Program, a 10-course executive-format program for working professionals, addresses the intricacies of global finance and provides advanced analytical and technical methods and develops practical skills.

The Rabb School of Summer and Continuing Studies extends the traditional excellence of a Brandeis education to the greater community with opportunities for lifelong learning. With over 2,800 enrollments, high school, college, and adult students participate each year in its non-credit and undergraduate and graduate programs, which include Summer School, Brandeis Summer Odyssey, Genesis at Brandeis, the evening division of Continuing and Professional Studies, and the new Brandeis Adult Learning Institute.

In addition to its five main components, Brandeis maintains several major research centers and institutes and interdisciplinary programs. These include the Gordon Public Policy Center, the Institute for Health Policy, the Rosenstiel Basic Medical Sciences Research Center, and the Benjamin and Mae Volen National Center for Complex Systems.

Academic support facilities include the 1,000,000-volume Brandeis University Libraries, the Feldberg Communications Center, the Hiatt Career Center, the Spingold Theater Center, the Rose Art Museum, the Slosberg Music Center, and the Hassenfeld Conference Center.



Recreational facilities include the new Shapiro Campus Center, Usdan Student Center, the Sherman Student Center, and the Gosman Sports and Convocation Center, one of the largest of its kind in the region. The University has an active intramural and club program and fields intercollegiate teams in 10 men's and 10 women's sports. Brandeis is one of nine NCAA Division III schools that competes in the University Athletic Association.

Section 2B of Chapter 151C of the Massachusetts General Laws provides that: "Any student [...] who is unable, because of his religious beliefs to attend classes or to participate in any examination, study, or work requirement on a particular day shall be [so] excused...and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged...for making available to the said student such opportunity. No adverse or prejudicial effects

shall result to any student because of his availing himself of the provisions of this section."

Brandeis University does not discriminate on the basis of race, color, age, genetic information, religion, national origin, sex, sexual orientation, disability, or status as a veteran in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Special Assistant to the President for Equal Opportunity, Stoneman 108, 781-736-3015.

Mission Statement

Brandeis University is a community of scholars and students united by their commitment to the pursuit of knowledge and its transmission from generation to generation. As a research university, Brandeis is dedicated to the advancement of the humanities, arts, and social, natural, and physical sciences. As a liberal arts college, Brandeis affirms the importance of a broad and critical education in enriching the lives of students and preparing them for full participation in a changing society, capable of promoting their own welfare, yet remaining deeply concerned about the welfare of others.

In a world of challenging social and technological transformation, Brandeis remains a center of open inquiry and teaching, cherishing its independence from any doctrine or government. It strives to reflect the heterogeneity of the United States and of the world community whose ideas and concerns it shares. In the belief that the most important learning derives from the personal encounter and joint work of teacher and student, Brandeis encourages undergraduates and postgraduates to participate with distinguished faculty in research, scholarship, and artistic activities.

Brandeis was founded in 1948 as a nonsectarian university under the sponsorship of the American Jewish community to embody its highest ethical and cultural values and to express its gratitude to the United States through the traditional Jewish commitment to education. By being a nonsectarian university that welcomes students, teachers, and staff of every nationality, religion, and political orientation, Brandeis renews the American heritage of cultural diversity, equal access to opportunity, and freedom of expression.

The University that carries the name of the justice who stood for the rights of individuals must be distinguished by academic excellence, by truth pursued wherever it may lead, and by awareness of the power and responsibilities that come with knowledge.

As adopted at the meeting of the Board of Trustees, December 6, 1984.

Accreditation Statement

Brandeis University is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of the institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity also is addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Office of the Provost and Senior Vice President for Academic Affairs, Brandeis University, Mailstop 134, P.O. Box 549110, Waltham, Massachusetts 02454-9110. Individuals may also contact the association:

Commission on Institutions of Higher Learning
New England Association of Schools and Colleges, Inc.
209 Burlington Road
Bedford, Massachusetts 01730-1433
781-271-0022
781-271-0950 FAX

Annual Notice to Students

Brandeis Graduation Rate

In compliance with federal law, the University makes available to students and prospective students information concerning the rate at which full-time, first-time degree seeking students complete requirements for the bachelor's degree within six years of entrance. In 2000-01, the graduation rate for students who entered Brandeis in 1995 was 84.4%.

Policies Regarding Educational Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the University Registrar, Dean, Department Chair, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights.

To seek the amendment of a record believed to be inaccurate or misleading, students should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record, it will notify the student accordingly, advising of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided at that time.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exceptions that permit disclosure without consent include but are not limited to: (a) disclosure to parents of students who are claimed as dependents for tax purposes; (b) disclosure to officials of another school in which a student seeks to enroll; (c) disclosures in compliance with certain subpoenas; (d) disclosures to university officials with legitimate educational interests. An official is a person employed by the University in an administrative, supervisory, academic, or support staff position; a person or company with whom the University has contracted (such as an attorney, the National Student Loan Clearinghouse, or a collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks. Such an official has a legitimate educational interest if information in the educational records is necessary to the maintenance of the academic enterprise and/or to the officer's capacity to act responsibly in the student's educational interest.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Brandeis University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Public Notice Designating Directory Information

The University designates the following categories of student information as public "directory information." Such information may be disclosed by the institution for any purpose, at its discretion. The University makes student directory information available in two forms—electronically (as an online directory) and in the annual directory published at the start of the fall semester. Currently enrolled students and newly matriculated students may withhold disclosure of any category of information under FERPA. Students who withhold category I information will not appear in either the online directory or the annual published directory. Students who do not wish to have directory information published in the annual student directory must file notice in the Office of the University Registrar before July 15. Students who do not wish to have directory information published

in the online student directory must file notice in the Office of the University Registrar—seven working days may be required for such notification to take effect. Brandeis University assumes that failure on the part of any student to specifically request the withholding of public information indicates individual approval for disclosure.

Category I

Name, local addresses (including electronic address) and telephone number, home address and telephone number, date of birth, full-time/part-time status, class (i.e., freshman, sophomore, etc.), photograph, and digital likeness.

Category II

Dates of attendance and field of concentration at Brandeis, previous institution(s) attended and major field of study, awards and honors, degree(s) conferred and date(s) conferred.

Category III

Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes).

Notifications regarding directory information should be sent to:

Office of the University Registrar
Mailstop 068, 124 Kutz Hall
P.O. Box 549110
Waltham, MA 02454-9110

Sealing Student Records

After students graduate from the University their records are sealed and no further changes are allowed. The correction of clerical mistakes is possible by petition to the University Registrar.

Name Changes

The transcript is the official, legal document that certifies a student's academic history. The name in which it is maintained will not be changed without a written request that must be accompanied by materials that prove that the requested new name has been assumed legally. Name changes will be accommodated at the discretion of the University Registrar. Name changes are no longer possible for students who entered Brandeis prior to 1986.

Professional Education

The Heller School for Social Policy and Management

The internationally renowned Heller School was founded in 1959. It offers four degrees, a Ph.D. in social policy, a Master of Management, an M.B.A. (human services), and a Master of Arts degree in sustainable international development (SID). Students in the Master of Management and M.B.A. programs pursue a rigorous course of study that integrates management and social policy courses as well as an on-site team consulting project to prepare graduates for management careers in public, private, and not-for-profit health and human services agencies. Optional management concentrations are available in health care, child, youth, and family services, and elder and disabled services. The Ph.D. program prepares individuals for advanced positions in teaching, research, and administration. Students may focus on policy youth issues in the areas of aging, children and families; health policy; disabilities; and economic hardship and inequality. Several training grants prepare students to contribute original scholarly research to the field of social policy literature. SID students pursue an interdisciplinary program that includes courses in public policy, development economics, and environmental management. Students also work with development professionals in the areas of project planning, implementation, and evaluation, as well as human rights and development, micro-finance, and conservation and development.

The faculty represents a broad spectrum of the social sciences and related fields and conducts a multidisciplinary, policy-oriented research and management program on a wide range of health and welfare issues. Several research centers at Heller provide educational resources and research opportunities for students: the Schneider Institute for Health Policy; the Family and Child Policy Center; the Institute for Sustainable Development; the Nathan and Toby Starr Center for Mental Retardation; the Policy Center on Aging; the National Center on Women and Aging; the Center on Hunger and Poverty; the Center for Children, Youth, and Communities; the Center for Social Change; and Center for International Development. The Heller School also supports major research projects in the area of substance abuse, mental health, and a variety of other social concerns.

The Graduate School of International Economics and Finance

The Graduate School of International Economics and Finance offers innovative full-time M.A., M.B.A./International, and Ph.D. programs for students preparing for careers in international finance, economics, or business.

The M.A. in International Economics and Finance Program (the Lemberg Program) graduates its 12th class this year. The Lemberg Program offers concentrations in international finance, international economic policy, and international business. Its curriculum develops practical skills in finance, accounting, marketing and strategy, and systematically analyzes global trade, investment, and technology relationships. The M.B.A./International Program is built on the foundation of the Lemberg Program with greater emphasis on doing business across borders. The M.B.A./International Program offers concentrations in international finance and international business. A unique feature of both programs is a vigorous student exchange with nearly 20 of the best business and economics universities in Europe, the Far East, and Latin America. Nearly all master's students spend a semester abroad, and visiting students from overseas partners contribute to the School's lively, diverse, and truly international atmosphere.

The Ph.D. program emphasizes the analysis of real world institutions and issues using sophisticated economic and econometric tools. Four areas of concentration are offered: international trade, international finance, international business, and development and transition economies.

The new part-time Master of Science in Finance (M.S.F.) is a 10-course executive-format program for working professionals. The program consists of five required courses (for the M.S.F. cohort only) and five electives that may be taken as part of Lemberg or M.B.A.i. classes. M.S.F. students come from the Greater Boston financial community, high technology companies, or have entrepreneurial backgrounds.

Officially designated as one of 13 U.S. APEC Study Centers, the School provides special opportunities for those interested in Asian economics and business. The Asia-Pacific Center for Economics and Business (APC) provides an intellectual locus in Boston and nationwide for research, discussion, and briefings focused on the Asia-Pacific region. The APC acts as a laboratory for research that integrates economic, political, and business perspectives in areas such as international trade, investment, and technical progress.

In 1998, the Graduate School of International Economics and Finance hosted the fourth APEC Roundtable.

The Rabb School of Summer and Continuing Studies

The Office of Continuing and Professional Studies offers opportunities for lifelong learning for career advancement and personal enrichment. An evening division has open-enrollment undergraduate and graduate courses, and programs leading to a Certificate in Software Engineering Fundamentals, Advanced Certificates in Software Engineering, E-Commerce Technology, Creating Online Content, and Software Engineering Management, Web Content, and a Master of Software Engineering (M.S.E.) degree. Classes meet one night a week for 10 weeks; terms begin in September, January, and June. A small number of graduate courses are also offered through distance learning.

The Brandeis Summer School is an open admission program offering courses and special summer programs for college-level credit. Small classes taught by experienced and dedicated instructors are the hallmark of summer offerings. Two special summer programs include the Lydian String Quartet Chamber Music Festival, and the Brandeis Hebrew Language Summer Institute.

Brandeis Summer Odyssey is a program for motivated high school students who participate in creative, hands-on inquiries in science, mathematics, computer science and related disciplines. Odyssey offers two options: Directed Research Projects and Odyssey Academy, featuring custom-designed courses. The program draws students from across the United States and internationally.

Genesis at Brandeis is a summer high school program that integrates the arts, humanities, Jewish studies, and social action. Students from across the country study the integration of Jewish and secular themes in such areas as film, history, theater, international relations, and law. Informal educational and social opportunities complement the academic course work.

Brandeis Adult Learning Institute (BALI) is a program for older adults that offers non-credit, peer-led study, in a spirit of conviviality, in a wide range of topics, such as history, literature, music, religion, philosophy, science, and writing. At mid-day, the Lunch & Learn program features interesting speakers on a wide range of topics. Study groups meet one day a week; 10 week terms begin in late fall and late spring.

Research Centers and Institutes

The Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness

The Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness aims to promote an understanding of the causes, nature, and consequences of anti-Jewish prejudice, as well as Jewish and non-Jewish responses in historical and contemporary perspectives. Organized on a multidisciplinary basis, the Sarnat Center initiates and supports research, conferences, and publications, as well as teaching in the history of anti-Semitism.

The Institute for Sustainable Development (The Heller School for Social Policy and Management)

The Institute for Sustainable Development (ISD) was established in 2000 as home to several research and development centers who share a belief in a simple proposition: universities must play a leadership role in alleviating the conditions that give rise to persistent poverty. The Institute's domestic and international projects address this challenge by involving ISD in poverty reduction strategies through education and training, scholarship, developing and evaluating social program and social policy solutions, and by serving as a facilitator of collaborative efforts among other universities and their community partners.

Through the work of three research centers, The Center for World Development, The Center for Youth and Communities, and the Center for Social Change, ISD focuses strategically in the United States and abroad on three interrelated fields: the sustainable development field with its environmental focus, the youth development field, and the community development field. The view of ISD is development that is environmentally and socially sound with a special emphasis on youth and communities is a powerful approach for strengthening families, community-building, and nation-building.

**The Center on International Development
(The Heller School for Social Policy and Management)**

The Center on International Development (CID) conducts research and policy analysis and provides technical assistance to promote sustainable development, eliminate poverty, and prevent illness. Through its faculty, researchers and students, CID is engaged in partnerships with development organizations and universities abroad. These partnerships work in the areas of community resource management, poverty alleviation and resource distribution, gender and development, and non-governmental organizations (NGOs) and civil society.

**The Center for Youth and Communities
(The Heller School for Social Policy and Management)**

The Center for Youth and Communities (formerly the Center on Human Resources) at Brandeis University is one of the nation's leading research, professional development, and policy development organizations in the fields of youth development, employment, and education. As part of The Heller School at Brandeis, the Center's mission is to improve the quality of services for children, youth, and families by combining the knowledge gained from scholarly research with practical experience in ways that will help practitioners and policy makers successfully address the issues of long-term self-sufficiency for youths and adults. To accomplish that mission, the Center for Youth and Communities pursues four broad types of activity: policy development, research synthesis and evaluation, professional development and technical assistance, and dissemination.

**The Center for Social Change
(The Heller School for Social Policy and Management)**

The Center for Social Change was established in 1984, the 25th anniversary of The Heller School, in order to put issues of social and economic justice and human solidarity in the School's agenda.

The work of the Center is based on the recognition that human ills and social problems are rooted in societal structures and dynamics, and in social values and ideologies that tend to justify and maintain prevailing social orders and ways of life. Accordingly, the Center aims to contribute through its

work toward transforming social, economic, and political institutions that involve domination and exploitation, injustice and discrimination, conflict in human relations, and ecological destruction into alternative institutions conducive to healthy human development for all from the local to the global levels. Priority areas for the Center studies are the redefinition, reorganization, and redesign of work. Other foci of Center studies are the sources, dynamics, and prevention of violence, assessment of progress toward compliance with human rights standards as defined by the Declaration of Human Rights, and community organization, advocacy, empowerment, and social change projects in Israel.

**The Center on Hunger and Poverty
(The Heller School for Social Policy and Management)**

The Center on Hunger and Poverty is a national research and policy organization that promotes policies and programs to reduce poverty and hunger in America. The Center conducts applied research and policy analysis, disseminates analytic information on poverty and hunger, carries out public education initiatives, and provides information to Congress and other policy makers as well as organizations across the country on poverty- and hunger-related issues. The Center houses two institutes: the Food Security Institute, which facilitates the use of a federal survey research instrument and assists organizations in using the results, and the Asset Development Institute, which promotes the concept of "asset development" as a central framework for domestic social policy. Both Institutes utilize graduate students as research assistants in carrying out their work.

**The Family and Child Policy Center
(The Heller School for Social Policy and Management)**

The youngest of the Heller research centers, the Family and Child Policy Center (FCPC) was established in 1990, with the support of gifts from the Rapaport Foundation and the family of Barbara Fish Lee, to study changes in family structure and to analyze the impacts of these changes on social policies affecting the lives of women and children. Building on its initial focus on gender roles and work/family issues, the Center is directing increased attention to the health and development of children, particularly as they are threatened by the stresses of poverty, economic insecurity, and racial or ethnic discrimination. Central to this expanding agenda is closer scrutiny of the current national debate on the balance between

public and personal responsibility for human well being, the devolution of political authority from federal to state and local levels, and conflicting views on the role of government and the private sector to protect the interests of our nation's children and their families.

Gordon Public Policy Center

The Gordon Public Policy Center is the nation's first interdisciplinary, multi-university center for the study of public policy. Dedicated in 1987, the Center was founded by the James Gordon Foundation of Chicago. It is the research home of political scientists, economists, sociologists, lawyers, and historians from Brandeis, MIT, Boston College, Boston University, Harvard, and Wellesley College. The Center's mission is to analyze domestic public policy from the perspective of a number of academic disciplines to improve the implementation of public programs through research and evaluation, publications, and direct practical service to those in government. It seeks to bridge the world of ideas and the world of action.

**The Schneider Institute for Health Policy
(The Heller School for Social Policy and Management)**

The Schneider Institute for Health Policy has achieved national recognition as a leading health care policy and research institute. Since its establishment in 1978, the Institute has conducted research, policy analysis, and technical assistance on issues of organization delivery, regulation, and financing of the United States and selected international health care systems. The Institute comprises two major areas: finance and reimbursement, national state and local politics, vulnerable populations, diversity, and long-term care for elders, substance abuse, and program evaluation.

Within The Heller School, the Schneider Institute for Health Policy constitutes the largest research center with more than 60 studies in its current health services research and policy study portfolio. Some members of the Institute staff also hold faculty positions within The Heller School. In many ways, the Institute represents an institutional hybrid. The Institute possesses the characteristics of an academic setting with a commitment to educate students, and also possesses characteristics of a research think tank or large consulting firm. Support for research undertaken by the Institute is provided by federal and state grants and contracts, corporations, and private foundations.

The International Center for Ethics, Justice and Public Life

The International Center for Ethics, Justice and Public Life, founded in 1998, exists to illuminate the ethical dilemmas and obligations inherent in global and professional leadership, with particular focus on the challenges of racial, ethnic, and religious pluralism. Examining responses to past conflicts, acts of intervention, and failures to intervene, the Center seeks to enable just and appropriate responses in the future. Activities include: fellowships for scholars, artists, and practitioners; internship opportunities for Brandeis undergraduates; seminars for professionals on values and ethics; courses; research projects, publications; and campus activities. One of the Center's core programs, The Slifka Program in Intercommunal Coexistence, explores the practical and ethical dimensions of work in historically divided communities through activities on the Brandeis campus and with partner organizations around the world.

The Hadassah International Research Institute on Jewish Women

The Hadassah International Research Institute on Jewish Women (HIRIJW) was founded at Brandeis in 1997 by Hadassah, the Women's Zionist Organization of America, Inc., as the first academic research institute in the world dedicated exclusively to the study of Jewish women. The Institute uses an interdisciplinary, cross-cultural approach in its research, and is not restricted to work in any particular time period. The Institute publishes monographs in the Brandeis International Jewish Women's series through the University Press of New England. It publishes an academic journal, *Nashim*, in coordination with the Jewish Theological Seminary in Israel. A newsletter and an *HIRIJW Working Papers Series* are also published on a regular basis.

Each year, the HIRIJW holds an international conference in which scholars concerned with Jewish women convene to share their latest studies. Research associates are appointed to work off-campus and on-campus for various lengths of time. The arts are fully integrated into the work of the Institute, and numerous videos are produced concerning Jewish women internationally. Graduate fellowships and research stipends are available.

The Jacob and Libby Goodman Institute for the Study of Zionism and Israel

The Jacob and Libby Goodman Institute for the Study of Zionism and Israel sponsors research, symposia, and publications, as well as teaching, in the historical and ideological development of the Zionist movement, and the history, society, and culture of the State of Israel. The Institute is organized on a multidisciplinary basis under the auspices of The Tauber Institute for the Study of European Jewry.

Lown School of Near Eastern and Judaic Studies

The Department of Near Eastern and Judaic Studies is the primary teaching and research unit in the Lown School. In this department the University has assembled an unusual array of distinguished scholars who offer an extremely broad curriculum. A second unit in the Lown School is the Benjamin S. Hornstein Program in Jewish Communal Service, which provides graduate education for students interested in professional careers in Jewish communal service and Jewish education. The Lown School of Near Eastern and Judaic Studies also includes the Maurice and Marilyn Cohen Center for Modern Jewish Studies and its Institute for Community and Religion (based in San Francisco), which are devoted to the study of contemporary American Jewish life in the context of religious life in America. The Cohen Center and its Institute are national resources, and together serve as a think tank, providing policy-oriented research findings to the academic community, Jewish communal institutions, and Jewish communities throughout North America. The Center's research focuses on diverse issues including Jewish population trends, the social service needs of American Jews, the Jewish family, intermarriage and assimilation, Jewish education and identity, Jewish philanthropy and voluntarism, anti-Semitism in America, and the relationship between American and Israeli Jewries. Two independent centers of scholarly research located on the Brandeis campus are affiliated with the Lown School: the American Jewish Historical Society and the National Center for Jewish Film.

Maurice and Marilyn Cohen Center for Modern Jewish Studies (Lown School)

The Maurice and Marilyn Cohen Center for Modern Jewish Studies at Brandeis University is a multidisciplinary research center dedicated to bringing the concepts, theories, and techniques of social science to bear on the study of modern Jewish life. Research conducted at the Center explores how contemporary Jewish identity is shaped and

how Jewish cultural expression and religious practice are manifested. Recent work has focused on issues such as Jewish education, adolescents, intermarriage, Jewish identity, and the role of synagogues, community centers, and camps as socializing agents.

The Center for Modern Jewish Studies was established at Brandeis in 1980 as a result of a challenge grant from the Charles H. Revson Foundation. In 1986, Maurice and Marilyn Cohen provided an endowment gift to the Center, which now bears their names. Faculty at the Center are drawn from several academic units, including the Heller School for Social Policy and Management, the Hornstein Program in Jewish Communal Service and the Department of Near Eastern and Judaic Studies. In addition, the Center includes a full-time research staff of scholars trained in psychology, sociology, and management. Both undergraduate and graduate students work at the Center, as interns, research assistants, and research associates. The work of the Center is widely disseminated to the public and in scholarly publications.

The Policy Center on Aging and The National Center on Women and Aging (The Heller School for Social Policy and Management)

The United States is a society that is getting older. There are now more than 32 million persons over 65 and three and one-half million over 85. The group over 85 is the fastest growing segment of the elderly. These demographic changes have many implications for individuals and the collectivity.

The Heller School has been concerned with policy solutions to problems of aging since its inception in 1959, and is internationally recognized for its unique programs in policy analysis, research, and conducting demonstrations. Graduates from the Policy Center on Aging Program are found throughout the country in universities, government agencies, legislative staffs, and service organizations.

The National Center on Women and Aging was established in 1995 to improve the lives of midlife and older women through research, policy analysis, and community education. The Center is unique in its focus, combining the development and dissemination of research with the creation of community partnerships to promote the security, health, independence, and well-being of women as they age.

As the time rapidly approaches when *more than half of all adult women will be over 50*, the Center seeks to provide national leadership in addressing the many challenges facing women as they age. The threat of poverty still stalks most women before they die. Medical research and medical care are still male-orientated. Women are still overwhelmed by caregiving responsibilities. These are among the critical concerns the Center addresses, promoting feasible solutions useful to policy makers and women. The Center seeks to expand the frontiers of knowledge about older women and to develop recommendations for public/private policies and initiatives to address their needs.

Rosenstiel Basic Medical Sciences Research Center

The Rosenstiel Basic Medical Sciences Research Center is one of the nation's leading centers for research programs in the basic medical sciences embracing work in biochemistry, biology, biophysics, molecular biology, immunology, and protein crystallography. Staff members hold joint faculty appointments with the Brandeis basic science departments. The Center offers hospitality to senior visiting scientists and to younger researchers at the graduate student and postdoctoral levels. It also sponsors symposia and colloquia.

The Center is well provided with sophisticated scientific equipment and facilities, and through cooperative interactions with other departments has broadened the scope of basic medical science research offerings at Brandeis. Grants from such agencies as the National Science Foundation, National Institutes of Health, American Cancer Society, and the Muscular Dystrophy Association support research programs in the Rosenstiel Center. Basic medical research is also conducted in collaboration with several industrial sector biotechnical organizations.

The Center also sponsors the annual presentations of two prestigious scientific awards: The Lewis S. Rosenstiel Award for Distinguished Work in the Basic Medical Sciences and The Jacob Heskel Gabbay Award in Biotechnology and Medicine.

The Starr Center for Mental Retardation (The Heller School for Social Policy and Management)

The Heller Graduate School established The Starr Center for Mental Retardation in 1985 with the generous support of Nathan and Toby Starr. The Starr Center stays at the forefront of the rapidly developing field of disability policy by attracting students with strong professional, academic, and personal backgrounds and supporting them in focused educational and research programs. In addition to sponsoring student and faculty research, The Starr Center supports a visiting scholars program, an annual seminar series, and invitational conferences and workshops. The newly initiated (1998) International Studies Program will generate understanding of mental retardation policy needs and opportunities outside of the United States.

The director of the Starr Center, Marty Wyngaarden Krauss, Ph.D., chairs the Governor's Commission on Mental Retardation in Massachusetts and consults to federal agencies and private foundations. Mark Sciegaj, Ph.D., senior research associate, conducts research on long-term care financial and delivery systems for persons with mental retardation and other disabilities. Graduates from the doctoral education component of The Starr Center occupy leadership positions as researchers and professors in universities across the country. Some graduates hold executive-level positions as researchers or directors in government and nonprofit health and mental retardation agencies, while others serve as key staff people on legislative committees and in service organizations.

The Tauber Institute for the Study of European Jewry

The Tauber Institute for the Study of European Jewry seeks to study the history and culture of European Jewry in the modern period. It has a special interest in studying the causes, nature, and consequences of the European Jewish catastrophe and seeks to explore them within the context of modern European diplomatic, intellectual, political, and social history. The Tauber Institute for the Study of European Jewry is organized on a multidisciplinary basis with the participation of scholars in history, Judaic studies, political science, sociology, comparative literature, and other disciplines. The Institute is primarily engaged in research and publication; its monograph series is published by Brandeis University Press. Its government includes a distinguished Board of

Overseers, which advises the director and works closely with the University. Members of the Institute include fellows, faculty advisors, associates, and graduate students.

Volen National Center for Complex Systems

The Volen Center for Complex Systems is a multidisciplinary center dedicated to the study of nervous system function, cognition, and biological and artificial intelligence. The Center is composed of faculty members who specialize in artificial intelligence, cognitive science, linguistics, and a wide range of topics in neuroscience including experimental psychology, computational neuroscience, and cellular and molecular neurobiology. The Center is an interdisciplinary group with the ability to perform scientific analysis of the brain from the cellular and molecular levels to the cognitive and computational. The Center aims to increase knowledge within each of its individual component disciplines, as well as to foster interactions among the components, giving rise to new scientific initiatives. Interested students should concentrate in one of these component disciplines: biochemistry, biology, chemistry, computer science, linguistics and cognitive science, neuroscience, physics, or psychology.

Major Academic Support Facilities

The Brandeis Libraries

The Brandeis University Libraries, including the Goldfarb Library, the Farber Library, and the Gerstenzang Science Library, offer a combined collection of over 1 million print volumes, 880,000 microforms, 385,000 U.S. documents, and over 16,000 current serial and journal subscriptions (print and electronic), along with numerous other electronic resources.

The Main Library is comprised of three connected buildings: the Bertha and Jacob Goldfarb Library, the Leonard L. Farber Library, and the Rapaport Treasure Hall. The Goldfarb/Farber Libraries house resources and services supporting the humanities, the social sciences, Judaica, creative arts, and intercultural studies. The Rapaport Treasure Hall is the site of many concerts and lectures during the academic year.

The Judaica Library, located on the mezzanine level of the Goldfarb Library, contains one of the country's most important collections of reference materials and core texts in major areas of Judaic studies, the ancient Near East, and the modern Middle East. The Judaica book collection includes over 150,000 titles in Hebrew, Arabic and Western European languages.

The Robert D. Farber University Archives is located on the second level of the Farber Library. The Archives houses historical records documenting the origin, development, and achievements of the University and its faculty, staff, and alumni. The collection includes rare film, photographs, correspondence, and other documents.

The Norman and Rosita Winston Creative Arts Center is located on the third and fourth levels of the Farber Library. The Center houses over 15,000 music scores and over 28,000 CDs, discs, tapes, and cassettes that may be used in the listening facility.

The Gerstenzang Science Library, located in the Science Complex, houses resources and services that support teaching and research in physics, chemistry, the life sciences, mathematics, and computing science.

The online catalog of the Brandeis University Libraries is known as LOUIS, and is accessible via the World Wide Web [www.library.brandeis.edu].

The Libraries are fully wired for Internet access and offer network connections throughout the facilities for laptop use. Most of the electronic resources subscribed to are available via the campus network, the Internet, and the Web. These resources may be accessed through the workstations provided at the Main and Science Libraries as well as through any computer linked to the campus network. The Libraries also provide reserved course materials online, through the Electronic Reserves Service.

The reference departments of the Main and Science Libraries offer instruction in library research skills through several programs, including the Library Intensive Program, which provides customized instruction for upper-level and graduate courses. The Research Consultation Service is an in-depth consulting service for research assistance. The Brandeis University Libraries also provide Interlibrary Loan and Document Delivery services to all students, faculty, and staff.

The Brandeis University Libraries are members of the Boston Library Consortium, as well as of international organizations such as the Center for Research Libraries and the Research Libraries Group. Additional information on the Libraries may be found on the Brandeis University Libraries Web page: www.library.brandeis.edu.

Information Technology Services

The Department of Information Technology Services offers many of the services that are central to students' lives at Brandeis. Telephone service and telephone billing are currently located in the lower level of the Feldberg Communications Building. This includes long distance service, an individual phone number and voicemail box for each student that will stay with them throughout their career at Brandeis, and other services.

Audiovisual services are located on the third level of the Goldfarb Library. This group provides in-classroom equipment such as overhead and slide projectors, computers and data projectors, and TVs and VCRs. Audio and video production, editing, and conversion are also available.

The Help Desk is located on the upper floor of the Feldberg Communications Building. It is also available at phone extension 6UNET (68638). The University Network (UNet) staff is available to help you connect to the University network and use online University resources, including Library resources, throughout the school year. The Help Desk also facilitates hardware repair of computers when necessary.

The Center for Instructional Multimedia and Technology is solely for faculty and graduate student use. CIMTech is located on the top floor of Farber Library and provides assistance to faculty in using new technology tools in their teaching. Services include building Web pages for classes and maintaining class mailing lists. CIMTech also manages a variety of Web Course Tools (WebCT) pages for more than 50 courses.

The Language Lab is located in the basement of Shiffman. It provides audio and video tapes and stations for using them. It also contains computers that can be used for foreign language word processing and Web access.

UNet services provide networking connections to all dorms (see left.) It also provides central email and Web page accounts for all students. Your UNet identity lets you access a variety of network resources, including controlling your entry in the University's online directory.

The Brandeis University Press

The Brandeis University Press is a member of the University Press of New England Consortium, which also includes Dartmouth College, Middlebury College Press, the University of New Hampshire, and Tufts University. The Brandeis University Press has published under its imprint some 90 books in a variety of fields by distinguished scholars within and outside of the Brandeis community. The Press is the publisher of books in The Tauber Institute for the Study of European Jewry Series; the Brandeis Series in American Jewish History, Culture, and Life; and the Brandeis Series on Jewish Women. Brandeis University Press also publishes The Menachem Stern Lectures series sponsored by the Historical Society of Israel.

The Carl and Ruth Shapiro Admissions Center

In the modernist tradition of the International Style of architecture, the Carl and Ruth Shapiro Admissions Center provides a dedicated facility for welcoming and serving prospective students and their families. Located close to the campus entrance, the building includes offices for student interviews, a media presentation room, and computerized work stations for processing applications and related documentation.

Fine and Performing Arts Facilities

Pollack Fine Arts Teaching Center

The Maurice Pollack Fine Arts Teaching Center, next to the Goldman-Schwartz Art Studios, is the centerpiece of art history teaching activities where students, historians, artists, and scholars meet. The Center is a place for the most prominent lectures on the arts at Brandeis, offering state-of-the-art video, DVD slide, and data projection.

Rose Art Museum

The Rose Art Museum serves as New England's museum of modern and contemporary art. The Rose is a cultural and educational component of Brandeis that seeks to engage its communities in experiencing the significant art, artists, and ideas of our time. In the 2001-02 academic year, The Rose celebrated its 40th anniversary with the opening of the Lois Foster Wing. The new wing doubles the gallery space of The Rose and permits continuous displays of Brandeis University's excellent collection of modern and contemporary art including important works by Willem de Kooning, Robert Rauschenberg, Cindy Sherman, Richard Serra, and Andy Warhol. Throughout the year The Rose also hosts a series of dynamic contemporary art exhibitions. In the 2002-03 academic year The Rose will present *Fictions: New Narratives in Contemporary Photography and Video* (September-December 2002); *Coexistence: Contemporary Cultural Production in South Africa* (January-April 2003); and the *30th Lois Foster Exhibition of Area Artists* (May-July 2003).

Slosberg Music Center

Located near the approach to the campus, the Bessie Slosberg Music Center includes classrooms, practice rooms, and office facilities for the music department. The center houses the Brandeis Electro-Acoustic Music Studio (BEAMS) and a recital hall with carefully designed acoustics. Each year at Commencement the foyer to the recital hall is used as an exhibition space where recent works of student art are displayed. Slosberg Music Center is the location of the University's rich program of the Lydian String Quartet series, a professional series, and a myriad of student performances, from individual recitals to large ensemble. It also houses the University's baroque organ.

Spingold Theater Center

The Nate B. and Frances Spingold Theater Center is a unique and imaginative concept translated into exciting design. With the Spingold Main Stage Theater as its hub, the circular center includes two Spingold smaller theaters, the Edith Barbara Laurie Theater and the David Merrick Theater. It also includes the Joan Crawford Dance Studio as well as other areas for every facet of the performing arts: shops for scenery and costume construction; paint, sound, and lighting areas; design studios; rehearsal rooms; dressing rooms; and storage space. Spacious areas are equipped as classrooms

and offices, and the lobby displays painting, sculpture, and other treasures. Performances by the Department of Theater Arts and its Professional Theater Training, as well as professional touring groups, are presented during the academic year for the Brandeis community as well as theatergoers from the Greater Boston area. Designed as an adjunct to the art exhibition facilities of the University, the Mildred and Albert J. Dreitzer Art Gallery in the theater center houses special loan exhibitions as well as periodic displays of student art work.

Residence Halls

There are nine campus residence areas. Freshmen are assigned double rooms, except for the last to make housing deposits—they will be assigned double rooms temporarily equipped for three students—in Massell Quadrangle, North Quadrangle (Leon Court), or East Quadrangle. The University cannot honor requests for a specific roommate or for a roommate with a particular religious or cultural background. Upperclass students choose accommodations at room selection held each spring. Only first-year students and returning sophomores are guaranteed housing. In recent years, juniors and seniors who remained patient and flexible were accommodated. New transfer students are offered any remaining housing spaces.

Charles River Apartments

This apartment complex includes the Max and Ann Coffman Building, the Ollie A. Cohen Building, the Morton May Building, and the George I. Lewis Building. Both undergraduate and graduate students reside in this apartment complex. Each apartment is equipped with a full kitchen, common areas, bath, and a varying number of single bedrooms. Included in the facility is the Gornstein Commons Room.

East Quadrangle

The East Quadrangle residence halls include the Henry and Marion Hassenfeld House, the Lawrence J. and Anne Rubenstein Hall, the Fred P. and Gerta Pomerantz Hall, the Hyman and Mary Krivoff House, and Shapiro Brothers Hall. Each unit has fully equipped student rooms, several offering views of the Boston skyline. Located in the Swig Student Center connected to East Quadrangle is the Intercultural Center with study space and computer connection to the main library.

Foster Student Living Center

This complex of undergraduate student housing features apartments built around a courtyard-duplex format. Each apartment can accommodate four to six students and is complete with living room, dining room-kitchen, bedroom-study areas, baths, and private entrances. The Foster Center is made up of four clusters of nine units apiece, including the Frank and Matilda Casty Residences, the Ben Tobin Residence Hall, and the Norman and Adele Morris Residence Hall. These units provide a total of 35 individual apartments and living accommodations for 182 students.

Massell Quadrangle

Massell Quadrangle consists of the Mr. and Mrs. Morris Shapiro Hall, the Helen L. Deroy Hall, the Anna Renfield Hall, the Edyth and Irving Usen Hall, and the George and Beatrice Sherman Student Center. Each unit has fully equipped student rooms. Ground-floor lounges overlook the central quadrangle and the walks encircling the Anne J. Kane Reflecting Pool and the Albert Yakus Meditation Area.

North Quadrangle (Leon Court)

The Adolf and Felicia Leon Court, also known as North Quadrangle, contains four residence halls, as well as the Milton and Hattie Kutz Hall. Each residence unit contains fully equipped student rooms and lounges. Residence halls in this quadrangle include the Ethel and A.W. Link Scheffres, the Maurice and Dorothy Gordon, the Robert P. and Fannie Cable, and the Mr. and Mrs. Frank H. Reitman halls.

Ridgewood Quadrangle

Ridgewood Quadrangle houses 106 students in small units with kitchens. The Quadrangle is comprised of the Louis Emerman; Charles, Leonard, and Irwin Fruchtman; David, Dan, and Sadie Danciger; Sidney J. Allen; and Arthur and Sadie Rosen Residence Halls.

Rosenthal Residence Halls

Adjacent to the Massell Quadrangle are three residence halls consisting of suites, accommodating a total of 181 students, which comprise the Anne and David Rosenthal Student Residence Halls.

Usen Castle and Schwartz Residence Hall

An imposing structure designed after medieval architecture and completed a decade before Brandeis was founded, the Irving and Edyth Usen Castle has been remodeled into single and double rooms and suites. Its ground floor houses the student-operated coffee house, Cholmondeley's. On the second level of the Usen Castle is the Usen Commons, a circular, conservatory-style lounge, used for dances and social functions. Greater Boston spreads out in a panoramic view from the windows of the Usen Commons. Schwartz Residence Hall is a companion structure to the Usen Castle. The Castle has been listed in the National Register of Historic Places.

Ziv Quadrangle

The Sy and Gladys Ziv Residence Quadrangle includes William Mazer Hall among the four residence halls and a common building. The four halls accommodate 330 undergraduate students in 55 suites. Each suite has six single bedrooms, a living room, and two bathrooms.

Student Facilities

The Three Chapels

The University's three chapels—the Leah and Mendel Berlin Chapel (Jewish), the Bethlehem Chapel (Catholic), and the C. Allen Harlan Chapel (Protestant)—serve the Brandeis community through services that take place here under the aegis of the Hillel Foundation, the Bethlehem Chapel Community, and the Harlan Chapel Christian Community. Traditional and innovative services are held regularly.

Hassenfeld Conference Center

The Rita Dee and Harold Hassenfeld University Conference Center contains a banquet/lecture room seating 350 to 450 and six rooms for meetings and conferences.

Sherman Student Center

The ground floor dining hall of the George and Beatrice Sherman Student Center serves over 1,000 students daily and includes the University's kosher food preparation and dining facilities. The upper level includes The Stein, the campus restaurant, and the Feldberg Lounge.

Benjamin H. and Mae Swig Student Center

Following renovation in 1991, the Swig Student Center became the home of the new Intercultural Center with meeting rooms, offices for clubs and organizations, and a lounge shared with the residents of nearby East Quadrangle.

Usdan Student Center

The Nathaniel H. and Suzanne Usdan Student Center complex incorporates student social, cultural, and recreational facilities as well as student and some administrative services. It is located close to teaching and residence facilities and houses an assembly and banquet hall seating 1,000 people, post office, mailroom, campus cafeteria, lounges, and conference rooms for formal and informal student uses.

The Carl and Ruth Shapiro Campus Center

The Carl and Ruth Shapiro Campus Center, which opened in fall 2002, is the center of campus for the University community—students, faculty, administration, alumni, and guests. Located adjacent to the Hassenfeld Conference Center and Massell Quad, the Center includes many group and individual study spaces, a state-of-the-art theater designated specifically for undergraduate theater productions seating 249, a technology library, a cafe, a television lounge, and the University Bookstore. Combined with the Usdan Student Center, and the Intercultural Center in the Swig Student Center, these Centers of campus activity represent a well-considered plan for community life at Brandeis.

The Division of Student Life maintains a broad program of cultural, social, and educational events. The Center also houses student clubs and organizations, social areas, Student Events (the major programming board), WBRS-FM (the radio station), *the Justice* (campus newspaper), the Waltham Group (community services organization), BTV (Brandeis Television), Student Union offices, and many more.

Athletic Facilities

Opened in January of 1992, the Gosman Sports and Convocation Center is one of the largest multipurpose, indoor athletic facilities of its kind in the Northeast. It is part of the Joseph F. and Clara Ford Athletic and Recreation Complex, which also includes the renovated Abraham Shapiro Athletic Center and the Joseph M. Linsey Sports Center.

The 70,000 square-foot Gosman Center houses the Red Auerbach Arena, seating approximately 2,500 for basketball and volleyball, as well as a 200-meter state-of-the-art running track, seven squash courts, three multipurpose rooms, two weight rooms, a trophy room, concession area, and department offices.

The Shapiro Center features three intramural/recreation courts as well as locker rooms, saunas, equipment, and training rooms to serve the entire Ford Complex.

This combination of athletic facilities serves varsity, intramural, and recreational needs of the Brandeis community as well as providing space for concerts, Commencement, convocations, cultural events, and major conferences. The athletic facilities also serve as the home for the New England Revolution professional soccer team.

The Linsey Sports Center, which is attached to the Shapiro Center, houses a 25-yard, six-lane swimming pool with one- and three-meter diving boards as well as two multipurpose rooms, racquetball courts, and locker rooms with steam and sauna.

Outdoor athletic facilities include the Celia and Samuel Gordon Field and running track, the Abraham Marcus Playing Field, and the Goldie and Maurice H. Rieger Tennis Courts.

Academic Services

Academic Advising

Each freshman is assigned a member of the faculty or staff to serve as a formal academic advisor during the first year. Upon declaring a field of concentration, students receive faculty advisors in their own disciplines. Finally, each department designates an advising chair to serve the needs of all students interested in learning more about academic opportunities within the department.

Office of First Year Services

Programs and advising services designed to meet the particular needs of first year students are provided by the Office of First Year Services, located in Kutz Hall, in the Office of Undergraduate Academic Affairs. The office coordinates academic advising by faculty and staff, organizes workshops and class activities for all entering undergraduates, and works closely with other offices and staff to create a supportive environment for first year students.

Office of Undergraduate Academic Affairs

The deans in the Office of Undergraduate Academic Affairs assist individual students in planning their undergraduate careers at Brandeis, and in addressing their problems and concerns through the Committee on Academic Standing. Guidance is available in program planning and the selection of a major field of study. In addition, the office monitors the progress being made by all undergraduates toward completion of degree requirements, and coordinates academic accommodations for students with disabilities, the Advanced Placement Program, Cross Registration, premedical/prehealth advising, and Study Abroad.

The office provides advising for Brandeis undergraduate students who seek to enrich their education through a period of study abroad. It also maintains a resource library of materials on available programs. The office provides information and assistance in obtaining international study grants available through Fulbright, Rhodes, Marshall, and other scholarship and fellowship programs, including the Sachar International Scholarships for Brandeis students.

Office of Student Enrichment Services

Programs under the umbrella of Student Enrichment Services provide learning assistance and academic support. All programs are designed to maximize every student's potential for academic success and achievement. For further information contact the Office of Student Enrichment Services, 217 Kutz Hall.

Brandeis Tutorial Services: Offers tutorial assistance for over 60 courses in the University, including the 10, 20, and 30 levels for languages, introductory courses for psychology and economics, and several introductory science courses. Evening drop-in as well as individual and small group tutoring is available.

Academic Enrichment Workshops: Workshops on such learning strategies as time management, reading college texts, note-taking skills, and exam strategies are offered. Workshops are generally offered at the beginning of the fall and spring semesters.

Student Support Services Program (SSSP): Provides intensive academic advising, tutoring, mentoring, and career and graduate school counseling to students who are the first in their families to attend college. While participation is not competitive, students must meet certain federal eligibility criteria to enroll in the program. SSSP is a federally funded TRIO program.

McNair Scholars Program: The McNair Scholars Program encourages students from diverse socioeconomic and ethnic backgrounds to pursue doctoral studies and consider careers in academia. McNair Scholars are chosen on a competitive basis from sophomores and juniors who are enrolled in Brandeis University and four state institutions. The McNair Program is a federally funded TRIO program.

Writing Center: Consultants at the Writing Center assist students with their writing skills. Consultants work with students on areas such as focusing ideas, defining topics, preparing well-organized outlines, revising rough drafts, and improving stylistic elements. The Writing Center is located in the Goldfarb Library. Services are available on a drop-in basis.

Information and Services for Students with Disabilities

Brandeis University is committed to creating a diverse community that includes students with documented disabilities who may require reasonable accommodations in order to fully participate in the college experience

and to develop their maximum academic potential. Since admission to the University is based on the academic qualifications of the applicant, admissions procedures remain the same for all applicants, regardless of disability. Once accepted, a student seeking reasonable accommodations must provide documentation of a learning or physical disability in order to receive appropriate services at Brandeis. Documentation of the disability should be submitted to the University Health Center or to the Psychological Counseling Center for review and evaluation. Following certification of a disability, the student should confer with the coordinator of Academic Accommodations for Students with Disabilities in the Office of Undergraduate Academic Affairs and First Year Services, or with the disability coordinator in each of the Graduate Schools, regarding academic accommodations. The student should confer with the assistant dean of student life for housing accommodations. Reasonable accommodations are determined on a case-by-case basis in consultation with the coordinator, the student, and, if appropriate, with the faculty. Services such as housing assistance, extra time on exams, note-takers, adaptive technology, and special parking arrangements are some of the possible accommodations that might be utilized.

International Students and Scholars Office (ISSO)

The ISSO, located in Kutz Hall, serves international graduate and undergraduate students as well as scholars (e.g., faculty, short-term lecturers, and researchers) who enter the United States on nonimmigrant visas. The staff members of the ISSO provide all necessary immigration documents and advise international students and scholars on matters concerning their legal status in the United States, including extensions of stay, employment, transfers to and from Brandeis, and leaves of absence. Advisors are available daily through drop-in visits or by appointment to counsel students and scholars on personal, academic, and immigration-related matters throughout the year, including the summer months.

The ISSO sponsors a range of programs, including workshops on employment and immigration issues, as well as an international photo contest, and other events of international interest. The office also coordinates host/student matching programs, annual trips, publishes a newsletter, and maintains a Website for the international community. The ISSO supports activities that allow students to share their cultures with the entire Brandeis community.

The English as a Second Language Program

Classes and tutorials are offered at Brandeis to support students for whom English is not their first language in their efforts to meet the English proficiency standards necessary for their success as students and teaching assistants. Certain students are required to have their oral and written English skills evaluated during orientation before the beginning of classes. These students are notified in advance. On the basis of the evaluation process, a student may be advised to enroll in the English as a Second Language Program.

International graduate students, who are not exempted because of previous study in the United States or in other countries where the medium of instruction was English, will be given an oral proficiency interview on which they must rank at least "advanced low." Graduate students who do not achieve this rank will be advised to take ESL 200a and/or to have individual tutorials. Students who rank "advanced low" or higher may still take ESL 200a and/or have individual tutorials.

The English as a Second Language Program provides individual tutorial instruction to undergraduate students and individual and/or class instruction to graduate students throughout the academic year. Students do not earn course credit toward the degree for this instruction.

Program in Library Research Strategies

As the information environment becomes more complex, instruction in the effective use of information resources becomes an increasingly integral part of education at Brandeis. Reference librarians provide classroom resources for students at various levels.

The First-Year Library Instruction Program is part of the University Seminar curriculum. Each freshman participates in a formal session conducted by a librarian in basic library research skills and strategies. Students learn methods for analyzing and approaching research questions, and gain some experience in using basic resources, such as the online catalog and general periodical indexes.

The Library Intensive Course Program serves the needs of students in more advanced courses. Selected upper-level and graduate courses incorporate library sessions geared specifically to the course or program content. These courses offer instruction in the use of more specialized resources, such as scientific databases, full text electronic databases, specialized abstract and indexing services, archival resources, and Internet resources. Students are thus equipped to find and

evaluate information from a wide variety of sources. A list of participating courses appears in the courses of instruction.

Transitional Year Program

Since 1968, Brandeis has offered a Transitional Year Program (TYP). TYP offers promising students an additional year of academic work to supplement their secondary school preparation. Through specialized TYP classes and classes in the broader University, students gain the skills to be competitive in selective colleges and universities. Students who successfully complete the program are recommended for admission to the University.

TYP applicants are evaluated on their academic promise, rather than past academic performance. Consideration is also given to the secondary school record, recommendations from teachers and guidance counselors, and College Board test scores. Selected applicants demonstrate the need and desire for the transitional year experience, as well as the ability to make the best use of the opportunity.

Further information about the program and eligibility requirements may be obtained by contacting the Transitional Year Program Office, Brandeis University, Mailstop 074, P.O. Box 549110, Waltham, MA 02454-9110.

Office of the University Registrar

The Office of the University Registrar, located in Kutz Hall, is the official repository of academic records. As such, it issues official transcripts of students' records upon written request, performs other certification functions of service to students, and audits the progress of students toward degree completion. The office conducts activities in which all students participate: registration and course enrollment at the beginning of each term, and pre-enrollment in advance of each term. Staff members in the office are useful sources of information concerning registration, course enrollment regulations, summer school and transfer of credit policies, and final examination procedures.

Student Life

The Office of the Senior Vice President for Students and Enrollment serves the needs and interests of students and has broad responsibility for the services and activities that enhance the quality of student life outside the classroom. Among its areas of concern are undergraduate admissions,

financial aid and student employment, registrar, institutional research, student accounts, and student services, including residence life, career services, student activities, intercultural programs, counseling, health services, religious life, and athletics. The senior vice president serves as an advocate for students, strives to ensure the quality of their overall cocurricular experience at the University, and promotes opportunities for students to engage in leadership activities and to experience personal, social, and emotional growth and development.

The Dean of Student Life is responsible to the senior vice president for coordinating the services of the following departments:

Division of Student Life

With offices located in the Shapiro Campus Center and in the Usdan Student Center, the Division of Student Life is responsible for cocurricular programming; advising, supporting, and coordinating student groups and activities; residential programs and services; the smooth operation of the Shapiro Campus Center, Usdan Student Center, and Intercultural Center; a vibrant Community Service effort; and other campus programs such as Orientation and Family Weekend. The division offices include student development and judicial education, residence life, student activities, community service, the intercultural center, and the dean of student life. The division staff, in conjunction with students and faculty, maintains a varied program of social, cultural, and intellectual events during the academic year.

More than 82 percent of undergraduate students live in residence halls. As with all indoor space at the University, residence halls are smoke-free. Freshmen are assigned to double rooms or tripled rooms—called "lofted rooms" due to the specialized student furniture within. The University cannot promise to assign entering students to specific roommates nor can the University honor requests for assignment with another student with a particular religious or cultural background. Returning students choose accommodations through a housing selection process held each spring. Only freshmen and returning sophomores who participate in the room selection lottery process are guaranteed campus housing. In recent years, upperclassmen not housed in the lottery found off-campus housing or were eventually accommodated on campus through a waiting list process. The Department of Residence Life maintains landlord information and resources for students needing off-campus housing. Entering transfer students are admitted with the understanding that they

are not eligible for campus housing. The Department of Residence Life is responsible for the effective administrative operation, as well as counseling and programming activities, within all residence halls.

Residence halls are grouped into nine living areas ranging in size from 26 to 400 students. Each area is under the supervision of a quad director. In addition, undergraduate resident advisors "live-in" and aid in the administration of several residence halls. Staff members are available to provide assistance to students on academic, personal, and social matters.

Off-campus housing information and graduate housing are also functions of this office.

Brandeis University offers a limited number of housing units available for single and married graduate students. The apartment units offered include efficiencies, two-, three-, and five-bedroom apartments. The efficiencies are designed for one or two people, while the two-, three-, and five-bedroom units are designed to allow use as separate bedrooms with a shared kitchen and bath. Some of the larger units also have living rooms. All of the apartments come furnished.

Housing applications are sent to eligible graduate students by May 1 and must be returned to the Department of Residence Life by June 15.

In addition, the Department of Residence Life maintains a listing of available housing in the off-campus area. For additional information, please visit the Department of Residence Life office in the Usdan Student Center, call 781-736-5060, or consult the Website at www.brandeis.edu/studentlife.

Intercultural Center

The Intercultural Center, located in the Swig Student Center, fosters an atmosphere for learning about the histories and cultures of people of color; provides a healthy framework and meeting space for discovery and strengthening of cultural commonalities; enables the University to address issues of race; and provides a structure for the Brandeis community to interact from a multicultural perspective. With a student programming board and a faculty/staff/alumni/community advisory board, the center sponsors cultural, social, and intellectual programs open to all members of the Brandeis community.

Hiatt Career Center

Centrally located in Usdan Student Center, the Hiatt Career Center serves as a link between current undergraduates and graduate students and Brandeis alumni from the business and professional world. The Hiatt Center staff assists students in assessing their interests and skills and exploring how these components will translate into a meaningful career path. Students are provided with individual counseling to identify specific career goals within the wide range of career options available for liberal arts graduates. A full career resource center includes a wealth of current career information.

Brandeis students learn about careers in a variety of ways. An Alumni Speaker Series and Alumni Network Events are offered throughout the academic year, featuring recent Brandeis graduates from many different career fields. Students are also encouraged to participate in two experiential programs: the Shadow and Internship Programs.

The Shadow Program allows undergraduates to spend a day with a Brandeis alumna/us in the workplace. Beginning as early as the first year of their undergraduate career, students are matched with a Brandeis graduate who has volunteered to provide a glimpse into his or her field or work. The Internship Program offers students over 15,000 nationwide opportunities throughout the academic year and summer months. These internships provide important experience, complementing liberal arts coursework.

Brandeis alumni are involved in many of the Hiatt Center's programs. The Hiatt Alumni Mentor Network includes over 3,000 graduates who volunteer to provide advice and share professional contacts in their field of expertise.

A range of programs are offered to support students in the job search. The Hiatt Center utilizes an online recruiting system to provide students with easy access to employers who are interested in hiring Brandeis students. Interviews with prospective employers are arranged through this system. The Hiatt Center hosts employer and graduate/professional school visits to campus throughout the academic year. Students are individually coached on resume writing, the job search, and interview skills.

All students are encouraged to make use of the resources in the Hiatt Career Center as early as possible in their Brandeis careers.

Chaplaincy

Religious activities and related programs are centered in the three chapels and are conducted by the student religious organizations: Berlin Chapel/B'nai B'rith Hillel Foundation, the Bethlehem Chapel Community, and the Harlan Chapel Christian Community. Interfaith dialogue is an integral part of the programs of the three chapels.

Hillel, the foundation of Jewish student community on campus, is a multifaceted and pluralistic undertaking that embraces and welcomes Jews of all persuasions and interests. Hillel actively seeks to engage Jewish students on their own terms: to provide them with opportunities to express themselves Jewishly that are meaningful and appealing to them. Students are empowered to take responsibility for their Jewish identity, whether they wish to participate in a community service project, express themselves artistically, participate in a social event, engage in informal Jewish learning, or attend religious services. Any students may participate in Hillel—no membership is required. Hillel is committed to a pluralistic vision of Judaism that embraces all movements.

The Bethlehem Chapel Community serves the total Catholic community at Brandeis: students, faculty, and staff. There are Sunday and daily Masses, hours for private and group consultation, seminars, study groups, holy day and feast day programs, and other events.

The Harlan Chapel Christian Community serves the Protestant community at Brandeis and presents a variety of services and programs including religious services, poetry readings, films, and speakers. The Christian Fellowship and the Brandeis University Gospel Choir are under the sponsorship of Harlan Chapel Christian Community.

The three chaplains serve as advisors to these groups and are available to all persons within the University community for personal and religious counseling and informal exchange.



Athletics and Physical Education

Recognizing the importance of physical activity in a sound educational program, Brandeis University offers a wide variety of competitive and recreational opportunities. The Intercollegiate Athletic Program provides a challenging and enjoyable growth experience for Brandeis student-athletes, as well as providing a focus for campus spirit and pride. All full-time students may participate in annual varsity team tryouts after completing the required physical examination.

The University fields varsity teams for men in baseball, basketball, cross country, fencing, golf, indoor and outdoor track, sailing, soccer, swimming and diving, and tennis. Women compete in varsity basketball, cross country, fencing, indoor and outdoor track, sailing, soccer, softball, swimming and diving, tennis, and volleyball. The varsity squads compete against teams representing colleges and universities that regard athletics in the same spirit as Brandeis University. In addition, students have organized club teams in sports such as ice hockey and lacrosse. Brandeis is a member of the NCAA, MAIAW, New England Athletic Conference, Eastern College Athletic Conference, the Greater Boston Collegiate Athletic Association, and the University Athletic Association, which provides national competition among its nineteen-member private research universities. The University has fielded conference and national championship teams as well as many national caliber individual competitors.

Believing in the value of athletic participation for conditioning and relaxation, the University maintains a full array of intramural and recreation programs. The intramural program has included basketball, flag football, soccer, softball, squash, tennis, and volleyball. Residence hall and commuter teams have been organized in these sports.

Health Center

The Brandeis Health Center is operated by Beth Israel Deaconess Medical Center. A health participation fee, mandatory for undergraduates and optional for graduate students, entitles students to medical services at the Golding Health Center without additional charge during the academic year. This annual health fee does not cover off-campus medical consultations, dental care, medications, laboratory tests, drugs, X-rays, reusable supplies, psychological testing, or hospital admission. Students are responsible for these charges.

In addition, and separate from the health participation fee, the Commonwealth of Massachusetts requires each student to have personal health insurance. Undergraduate students may elect to participate in the Aetna/Chickering insurance plan offered through the University or may substitute membership in another plan. Graduate students may elect to participate in one of

three different insurance plans offered through the University or may substitute membership in another plan. Students who do not notify the Health Center of alternative insurance coverage are, as required by state law, automatically enrolled in the Student Health Insurance Plan offered through the University.

The Health Center is available to students only during the period in which the University is in regular academic session. Limited weekday services are available in the Golding Medical Outpatient Services Building during intersession, midterm, and spring recesses and the summer months.

Prospective students planning to matriculate in the college and graduate schools must submit a health examination report completed by the family or personal physician prior to registration. In addition to information about previous health and details of the physical examination, evidence of immunization against tetanus, measles, mumps, rubella, and hepatitis B (undergraduates only) is required. A skin test for tuberculosis is also required. Since students may not register in the fall until the requirements have been satisfied, it is strongly recommended that the Health Examination Report be submitted by August 1.

The Aetna/Chickering insurance plan is designed to defray expenses of those care situations that are beyond the scope of the Health Center, for example, laboratory and X-ray examinations, as well as hospitalization for illnesses or accidents of a more serious nature. The plan extends for a full calendar year commencing August 15.

A detailed brochure of the services offered by the Health Center as well as an outline of the details of the plan is mailed to parents and students each June. Students and parents are urged to read this brochure carefully and keep it for reference. Additional copies are available from the Health Center.

While situations not covered within the Health Center or by the insurance plan are infrequent, an awareness of these possibilities will lessen misunderstanding and disappointment. In such instances, students and their parents are responsible for expenses that are not covered by the University's health program or its associated insurance policy. Similarly, students and their parents are responsible for expenses that are not covered by alternative insurance programs substituted for the health insurance plan offered through the University.

Psychological Counseling Center

Established in 1952 as one of the first university counseling centers in the United States, the Brandeis Psychological Counseling Center, located in Mailman House, has continued to serve as a model for others of its kind. Founded on the premise that the best learning occurs in an environment that supports individual growth, the Center strives to help students integrate new information and experiences and expand their understanding of themselves in the world.

The Center offers the services of a diverse and accomplished staff that endorses a two-fold approach to working with students. We promote a "wellness" model of care, which is aimed at helping students anticipate times of stress and encourages them to ask for help with their most immediate concerns. No concern is too large or too small to be met with respect and care. In addition, the staff brings skill and expertise to the deeper developmental and psychological issues that confront our student population and is prepared to address these more difficult emotional conflicts. As an essential and integral aspect of our efforts to provide an environment where students are free to seek help, we maintain the strictest standards of privacy and confidentiality.

Student Judicial System

The University establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. The University will give notice and, if requested, a hearing before the appropriate body. The student judicial system is administered by the Department of Student Development and Judicial Education. Standards, policies, and procedures are published in the booklet *Rights and Responsibilities*.

Student Activities

Shapiro Campus Center

The Shapiro Campus Center acts as a focal point for cocurricular and extracurricular activities for students and others in the campus community. The Center provides office space and facilities for student government and a broad range of students clubs and organizations. Undergraduate students play a major role in the operation of the Center through collaboration with staff members in the Division of Student Life who are housed in the building.

Usdan Student Center

The Usdan Student Center is also integral to the daily lives of students. Usdan houses the undergraduate mailroom, two cafeterias, and a convenience store. There are also meeting rooms, administrative offices, the Graduate Students Association, and other student organizations.

Student Government

Brandeis students consider themselves a part of a community dedicated to the advancement of liberal values, the enrichment of life experience, and the broadening of knowledge. Organized as the undergraduate Student Union and the Graduate Student Association, they consider it their prime responsibility to create democratic student organization, increase the flow of new ideas, and provide enjoyable and creative recreational and cultural activities for all students.

The Student Union is the assembly of the entire undergraduate student body. The Student Senate, funded through the mandatory student activities fee, consists of elected officers and elected representatives from each class and each residence quadrangle, meeting regularly to conduct its business and supervise its programs. The student programming board, Student Events, has the responsibility for the allocation of a portion of the student activities fee to support social, cultural, and educational programs.

The Graduate Student Association (GSA) is the assembly of all graduate students. The Graduate Student Senate consists of elected officers and elected representatives from each academic department offering a graduate degree. Cultural, social, and educational programs are organized by the GSA throughout the year. There is a GSA lounge in the Usdan Student Center.

Students also serve as members of a variety of University committees, including the University Curriculum Committee, the Personal Safety Committee, the Parking Appeals Board, the Community Relations Committee, and the Conservation Committee. Two undergraduates and one graduate student also serve as representatives to the Board of Trustees and the National Alumni Association Board of Directors.

Student Organizations

A variety of student organizations exists for all who are interested. Organizations are open to any matriculated student on the basis of competency or interest. No exclusive or secret societies are recognized.

Exclusive or secret societies are inconsistent with the principles of openness to which the University is committed. Therefore, social fraternities and sororities, in particular, are neither recognized nor permitted to hold activities on campus or use University facilities.

2001-02 Student Organizations and Media

Activist Resource Center
Adagio
African Dance Club
African Students Association
¡Ahora!
Aikido Martial Arts Club
American Civil Liberties Union
American Jewish World Service
Americans in Search of Happiness
Amnesty International
Animal Rights Klub (BARK)
Anti Defamation Alliance
Arab-Jewish Relations Dialogue Group
Archon
Art of Self Club, The
Asian-American Student Association (BAASA)
Asian Baptist Student Koinonia
Aspiring Rock Star
Ballroom Dance Club
Beastie Boys Syndicate
Bemani Revolution
BiSpace
Black Student Organization (BBSO)
B.L.O.B. Boris' Kitchen (comedy troupe)
Boston Cultural Arts Club
Boston Outreach Club

Brass Ensemble	<i>the Justice</i>	Running Club
Burma Action Movement (BAM)	Kickboxing Club	Russian Club
Caribbean Connexion	Klub of Big Russian Humor	Scrabble Club
Catholic Student Organization (CSO)	Kokondo	Scuba Club
Cheerleading Squad	Korean Student Association	SEE
Chess Club	Kung Fu San Soo Club	Senior Spirit
Chinese Cultural Connection (BC ³)	Lacrosse (Men)	Shokotan
Christian Fellowship (BCF)	Lacrosse (Women)	Ski Team
Chung Do Kwan	<i>Laurel Moon</i> (poetry magazine)	Sky Diving and Future Endeavors Club
Club De Primera	Libertarians	Snowboarding Club
Committee on Rape Education (CORE)	Lion Dance Troupe	Societe Chaotique Brandiesienne
Company B (performing group)	Lions for Yerushalayim	Society for Creative Fantasy
Complete Sheet	<i>Louis</i> (magazine)	South Asia Club
Computer Operators	Manginah (performing group)	Southeast Asia Club
Concord Bridge	Medieval Society	Spur of the Moment (performing group)
Conservative Organization (BUCO)	Meditation Club	Squash Club
Crew	Mitzvah Corps.	Starving Artists (performing group)
Crouching Student, Hidden Camera	Mock Trial Association	Student Artwork on Campus
Culinary Arts Club	Model Congress	Student Sexuality Information Service (SSIS)
Cycling Club and Team	Model United Nations	Students Against the Death Penalty
Debate Team	Motorsports Club	Student Committee to Rose Art Museum
Democrats	Muggles United for Wizardry	(SCRAM)
Disc Golf Club	Muslim Student Association (MSA)	Student Dialogue Network
Economics Club	Nashim	Student Events
Embrace the Pavement	Odyssey of the Mind	Students for a Free Tibet
Emergency Medical Corps (BEMCO)	Official Readers Guild (BORG)	Students for Environmental Action (SEA)
Ensemble Theater (BET)	Organized Off Key Zemirof	Students for the Second Amendment
Entrepreneurial Society	Orthodox Organization (BOO)	Student Global Aids Campaign
Eulers	Otaku Anime Club	Student Union
FI Racing	Outdoor and Mountaineering Club	Survivalists
False Advertising	Peace and Justice Advocates	Swallow the Leader
Feminist Majority Leadership Alliance	People Are Listening	Tae Kwon Do
First Year Council Hillel	PEZ Club	Tai Chi
Food for Thought Club	Philosophy Club	Television (BTV)
Foosball Club	Photo Club	Tennis Club
Football Club (BFC)	Players (theater)	Theological Society
Francophone	Posse Plus	Third Eye Club
<i>Free Press</i> (current events newspaper)	Pottery Club	Triskelion (Gay/Lesbian/Bisexual/
<i>Freedom Magazine</i>	Pre-Health Society	Transgender/Supporters)
Future Alumni of Brandeis University	Prelaw Society	Turkish Student Association
Generations Club	Prison Reform Action Committee	Tympanium Euphorium
Golf Club	Proscenium	Uechi-ryu Karate
<i>Gravity</i> (humor magazine)	<i>Pseudonym</i> (literary art publication)	Ultimate Frisbee (Men)
Gymnastics Club	Psychology Club	Ultimate Frisbee (Women)
Hack Club, The	Punk Rock	Umoja Club
Handicrafts of the Past Club	Queers United Against Defamation	Up the Octave (performing group)
Hawai'i Ohana Club (BUHO)	Quiz Bowl	Vagina Club
Health Education Leadership Program (HELP)	Recycling Program (BURP)	Voice Male (performing group)
Hellenic Society	Reform Chavurah (Baruch)	Voices of Praise (Gospel Choir)
Hillel	Religious Pluralism and Spirituality	Voices of Soul
Hillel Theater Group	Remember the Alamo Club	Volunteer Vacations
Hip Hop Culture Club	Republicans	Waltham Group
Hold Thy Peace	Rocky Horror Picture Show Fan Club	<i>Watch Magazine</i>
Holocaust Remembrance Week Club	Roller Hockey Club	Water Polo
Ice Hockey Club	Rugby Club (Men)	WBRS 100.1FM
In Sync (performing group)	Rugby Club (Women)	<i>Weathervane Magazine</i>
International Club		<i>Where the Children Play</i> (magazine)
Investment Club		Women's Publications
Israel Public Affairs Committee (BIPAC)		Women's Resource Center
Israeli Dance Troupe (B'yachad)		World Hunger Project
Japanese Student Association		Wrestling Club
Jehuda Reinharz Fan Club		Yoga Club
Juggling Society		Youth Student Network
		Zionist Alliance (BZA)

Public Safety

The Department of Public Safety is located in Stoneman. Responsibilities of this 25-member campus police force include campus-wide security/safety patrol, traffic control, and enforcement of University driving/parking regulations, protective custody of University offices, classroom/dormitory areas, and professional inquiry into incidents involving theft, trespassing, and related matters. The department places special emphasis on preventive and protective care for all members of the University community.

Automobile Regulations

All students must register their vehicles with the Department of Public Safety. Students with motor vehicles must observe University traffic and parking regulations, copies of which are available from the Department of Public Safety. Due to limited space, the Brandeis Parking and Traffic Committee *strongly* recommends that students leave their motor vehicles at home.

Dining Facilities

Student dining facilities are located in the Sherman and Usdan student centers. Kosher meal service is available in the Sherman Student Center, which shares a dining area with nonkosher meal service. The Usdan Dining Center offers a number of dining options including a snack shop and fast food operation in addition to the normal meal plan service. Light refreshments are also offered in Cholmondeley's, a coffeehouse operated by students in Usen Castle.

Graduate students should consult dining services for more details on the dining plan.

The Stein

Located in the Sherman Student Center, The Stein is a restaurant that offers sandwiches, light meals, beer, and wine. The Stein is a popular gathering place for students throughout the academic year.

Faculty Club

The Brandeis University Faculty Club is located in the Wien Faculty Center. The club offers membership to all in the greater Brandeis community and serves as a central location for formal and informal gatherings. Luncheon is served Monday through Friday from noon to 2:00 pm.

Bookstore

Located in the Shapiro Campus Center, the campus bookstore is operated by a private, non-Brandeis agency. The bookstore, through close association and coordination with academic departments and faculty members, offers students a comprehensive stock of textbooks and paperbacks related to the academic program. School supplies, computer supplies, clothing, health and beauty aids, and gift items may also be purchased at the bookstore.

Post Office and Student Mailroom

The campus mailroom is located in the Usdan Student Center. All undergraduate student mail is delivered to the campus post office, and a separate mailbox is maintained for each undergraduate student. All graduate student mail is delivered to the graduate department where a separate mailbox is maintained for each student. All U.S. postal services are provided, including the sale of stamps and money orders, registry of mail, handling of parcel post packages, and express mail delivery.

The College of Arts and Sciences

The College of Arts and Sciences is the undergraduate core of the University. The College is comprised of 24 departments and 22 interdepartmental programs, which offer 39 majors (p. 30) and 42 minors (p. 36-37). The departments and interdepartmental programs are divided among four schools forming broad groupings (pp. 30-31) among the disciplines: the School of Creative Arts, Humanities, Science, and Social Science. Interdepartmental programs provide a structured, intellectually coherent opportunity to explore areas of study that are interdisciplinary in scope. The range of departments and interdepartmental programs offers students and faculty the opportunity and formal structures needed to explore fields in depth and across disciplines. The structure and offerings of the College encourage and inspire students and faculty to pursue a true liberal arts education through degrees and continuing research endeavors.

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Admission to the College of Arts and Sciences

The University selects new students each year on the basis of merit, admitting those individuals whom it believes to be best prepared academically and personally for the University's educational program and most likely to contribute to and profit from the life of the Brandeis community. Although it chooses a class varied in its interests, talents, and experience, it uses no quotas of any kind—geographic, racial, religious, or economic.

In its evaluation of candidates, the admissions office weighs evidence of accomplishment and development; school and teacher statements based on previous study and experience; relevance to the application of test results; and impressions gained through the application.

Admission Requirements for Freshmen Candidates

To be considered for freshman admission a candidate should be enrolled in a college preparatory course of study. Students planning to enter college before the completion of their secondary school programs, veterans, or other persons with equivalency diplomas or special school backgrounds should write directly to the director of admissions regarding their interest and experience.

An adequate course in preparation for Brandeis should include four years of English, three years of a foreign language, including study during the senior year whenever possible (two years each of two languages is acceptable but less desirable); three years of college preparatory mathematics (prospective science concentrators should present a year of advanced mathematics); at least one year of science (chemistry, physics, or biology); and one year of history. The remaining courses should generally be in traditional college preparatory studies. It is recognized, however, that courses in the creative arts are of value to students intending to concentrate in these fields in college.

The Scholastic Aptitude Test ("SAT I" and "SAT II: Subject Tests") of the College Entrance Examination Board (CEEB) are regarded by the Committee on Admissions as one of several factors in one's candidacy and as a method of evaluating the qualifications of candidates from different schools and areas. All candidates must take the SAT I and three SAT II: Subject Tests, one of which must be the SAT II: Writing Test. The other two are of the student's own choosing. We recommend that all candidates take the SATs in their senior year in order to present the best possible testing results. All tests should be completed by the end of January of the senior year. Students may submit results from the American College Testing Program (ACT) in lieu of College Entrance Examination Board testing.

Full information concerning testing may be obtained from secondary school guidance counselors or directly from the agencies administering the exams. For information on the SAT I and SAT II: Subject Tests, contact the College Board SAT Program, Box 6200, Princeton, New Jersey 08541-6200. For information on the ACT, write the American College Testing Program, Box 168, Iowa City, Iowa 52243. The candidate should direct the CEEB or ACT offices to report scores to the dean of admissions.

Early Decision

Freshmen candidates who, after careful consideration of various college options, have decided firmly that Brandeis is their first choice, are encouraged to apply for admission under the Early Decision Plan. Early Decision candidates and their college counselors must sign a statement on the application indicating that they understand the implications of the Early Decision Plan and that the student will enroll if admitted. Although Early Decision candidates may file regular applications to other colleges, it is with the understanding that those applications will be withdrawn when candidates are offered admission to Brandeis under the Early Decision Plan. All applications and supporting credentials for Early Decision must be received no later than January 1. Supporting credentials should include the SAT I and as many SAT II: Subject Tests as have been completed, or the ACT. Early Decision applicants will be notified of a decision within four weeks of the receipt of a completed application. Further detailed information about the Early Decision Plan is contained in the admissions application packet.

Admission Requirements for Transfer Candidates

The Committee on Admissions welcomes applications from individuals whose promise and prior attainment is in keeping with the opportunity for a continuation of concentrated scholarly study at Brandeis. Whenever desired, applicants will be granted a conference with a faculty member in the area of academic interest. Some financial aid is reserved annually for transfer candidates.

Transfer admission is granted solely in keeping with the University's degree requirement of a minimum of two years of full-time study. To be considered for admission, a candidate should present, in applying, evidence of good standing (academically and personally) in his or her preceding college and sound reasons for wishing to transfer.

In its selection of transfer candidates, the Committee on Admissions gives major consideration to the quality of college-level work completed and some consideration to further evidence of promise for achievement at Brandeis based on the secondary school record, personal evaluations by the appropriate dean and an instructor, and testing and information conveyed by the

candidate. Candidates should submit either Scholastic Aptitude Test or ACT scores from testing completed either during secondary school or by April of the year of application.

Transfer candidates should apply by November 1 for the spring semester and by April 1 for the fall semester.

Admission of International Students

International applicants should request application materials from the Office of Admissions. To be considered for admission as an international student, a candidate should have successfully completed a pre-university program (the duration of which was at least 12 years) with strong results on nationally administered examinations where applicable. Undergraduate applicants whose native tongue is English are required to take the SAT I and SAT II: Subject Tests administered by the Educational Testing Service at centers throughout the world. The TOEFL (Test of English as a Foreign Language) is required of applicants who are not native speakers of English.

The deadline for receipt of international applications is January 31 for enrollment the following September. The deadline for spring semester admission is November 1. Candidates for September admission may apply for financial aid. No financial aid is available for international candidates for spring semester admission.

The Wien International Scholarship Program, created in 1958 by Lawrence A. and Mae Wien, is designed to further global understanding, provide international undergraduate students with opportunities for study in the United States, and enrich the intellectual and cultural life of the Brandeis campus.

The program permits the University to offer undergraduate awards each year to outstanding incoming students. The scholarships are based on academic excellence and will cover the cost of tuition, fees, and a stipend for books. The remainder of the award, for room, board, and personal maintenance, is based upon the student's level of eligibility and available funds from the student and/or the student's sponsor.

Additional grant, loan, and/or on-campus employment to meet the full need of each individual student may be provided dependent upon the level of personal or sponsor support. In no case will a scholarship awarded to an international student include funds for travel expenses. Awards are made for a single year to degree candidates and may be renewed annually through completion of the degree upon application to the Wien International Scholarship Program Committee.

International applicants are considered for other University funded merit-based scholarships as well as limited need-based awards. Need-based awards are intended to assist as many students as resources permit through award packages of grant, on-campus employment, and loan funds covering part of the total cost; an International Student Financial Aid Application must be completed.

Brandeis Adult Student Option

The Committee on Admissions welcomes applications from adult students who are interested in pursuing their B.A. degree at Brandeis. For a candidate who has been out of high school or college for a number of years, the Committee on Admissions looks for evidence—recent course work (noncredit or credit), work, or volunteer experience—that the applicant has remained intellectually curious and highly motivated. Transcripts from recent course work are particularly helpful in providing documentation. Letters of recommendation from teachers, supervisors, or colleagues; a personal statement; and a personal interview give further evidence of promise for achievement at Brandeis. No standardized testing is required but a candidate may submit official testing if he or she desires.

Brandeis adult students may pay on a course-by-course basis taking as few as one or as many as five-and-a-half courses per semester (see tuition section for the rate per course). In order to receive the baccalaureate, they must meet all degree requirements, except rate-of-work requirements, that apply to full-time students. Credit will be given for course work done elsewhere if it meets University transfer credit criteria.

Candidates interested in the Brandeis Adult Student Option should apply by April 1 for the fall semester and November 1 for the spring semester.

Special Student Status

The University accepts as Special Students for the fall and spring semesters a small number of persons who are not candidates for a degree at Brandeis and who wish to elect one or more courses for which they are qualified and can demonstrate special need. This would include students who are degree candidates at another college or university wishing to attend Brandeis as visiting students. Special Student status is subject to approval on an individual and semester basis. Students whose academic performance does not meet Brandeis standards may be denied permission to register for a second semester. Neither residence nor financial aid is available to Special Students, and no special student may take precedence over a degree candidate in any limited enrollment course. Please note that international students in Special Student status must enroll for a full course of study.

Persons interested in Special Student status should apply by July 15 for the fall semester and by November 1 for the spring semester.

Credit for College-Level Work Done While in High School

Students may earn credit toward the Brandeis degree for college-level work taken during American high school study (grades 9-12) or before entering Brandeis as freshmen. Such courses must be offered by accredited post-secondary institutions; designed for and accessible to regular college students and taught by instructors whose institutional responsibilities are primarily at the post-secondary level; acceptable for degree credit at the host institution; and comparable to Brandeis courses in content, scope, and level of instruction, as judged by Brandeis faculty. To receive credit for courses taken at institutions other than Brandeis, the student must achieve grades of B- or higher, as certified by an official college transcript received by Brandeis, must not have applied the credit toward high school graduation requirements. For students in dual enrollment programs elective courses exceeding the total number required for high school graduation will be considered for evaluation. Students must petition through the Office of the University Registrar. Courses that are considered creditworthy by sponsoring and cooperating colleges and universities may not meet Brandeis requirements.

Advanced Placement

Brandeis University participates in the Advanced Placement Program of the College Entrance Examination Board. Qualifying scores necessary to receive credit are recommended by the academic departments to their school councils and administered by the Office of Undergraduate Academic Affairs.

Generally, especially in the sciences, advanced placement credit may not be applied toward satisfaction of requirements for a major or minor. However, it may permit students to begin work in a field at a higher level. Advanced placement credit may be applied toward satisfaction of University degree requirements in the chart on pages 24-25.

Unlike some other languages, there is no advanced placement exam in Hebrew. Therefore, the Hebrew Program at Brandeis offers students who are nonnative, have studied Hebrew in high school, have had no college-level courses, and have demonstrated advanced knowledge in the Brandeis Hebrew placement exam, an opportunity to take an additional exam for credit. Upon successful completion of that exam, a student will receive one course credit. This opportunity is available to students only at the time they first enter Brandeis University.

Students who receive qualifying scores and wish to apply eventually for Brandeis course credit must contact the College Entrance Examination Board and request that their scores be reported to the Coordinator of Advanced Placement, Office of Undergraduate Academic Affairs, Brandeis University, Mailstop 001, P.O. Box 549110, Waltham, Massachusetts 02454-9110. Brandeis University's school code number is 3092. Requests for additional information on the Advanced Placement Program should be addressed similarly.

Advanced placement credit is awarded during a student's sophomore year. At that time students are invited by the Office of Undergraduate Academic Affairs to submit the paperwork needed for the processing of the credits. Students who apply Advanced Placement credits to the Brandeis degree may not enroll in courses here or elsewhere that are regarded as equivalent without experiencing the revocation of the Advanced Placement credit. Course equivalents are determined by the academic departments and posted by the Office of Undergraduate Academic Affairs. Any questions about the use of Advanced Placement credit should be directed to the coordinator in the Office of Undergraduate Academic Affairs.

Advanced Placement Credit

Note: University policy regarding advanced placement credit has been modified in recent years. Accordingly, the value and purpose of advanced placement credit in a student's overall academic program differ according to the initial date of entry to the University. Students who entered before the fall of 1994 should consult earlier bulletins, or seek clarification from the Office of Academic Affairs.

Examination	Accepted Scores	Requirement Met	Concentration Credit	Semester Course Credit	Equivalent Brandeis Courses
Art History	4,5	School of Creative Arts	Yes	1	None
Biology	3,4,5	School of Science	No	1	None
Chemistry	3	School of Science	No	1	None
	4, 5	School of Science	Yes	2	CHEM 11a, b, 18a, b
Computer Science AB	4	School of Science	No	1	None
	5	School of Science	No	2	None
Economics: Macro	4,5	School of Social Science	No	1	None
Economics: Micro	4,5	School of Social Science Quantitative Reasoning	Yes	1	ECON 2A
Environmental Science	4,5	School of Science	No	1	None
English: Language	4,5	None	No	1	None
English: Literature	4,5	School of Humanities	No	1	None
European History	4,5	School of Social Science	No	1	None
French Language	4,5	Foreign Language	No	0	FREN 30-level
French Literature	5	Foreign Language	No	1	FREN 30-level
German Language	5	Foreign Language	No	1	GER 30-level
German Literature	None	None	No	0	None
Government: U.S.	5	School of Social Science	Yes	1	POL 14b
Latin: Virgil	4,5	Foreign Language	Yes	1	LAT 30-level

Examination	Accepted Scores	Requirement Met	Concentration Credit	Semester Course Credit	Equivalent Brandeis Courses
Mathematics AB*	4 5	School of Science School of Science	No No	1 2	MATH 10a MATH 10a, b
Mathematics BC*	3 4,5	School of Science School of Science	No No	1 2	MATH 10a MATH 10a, b
Music Literature	4,5	School of Creative Arts	No	1	MUS 1a
Music Theory	3,4,5	School of Creative Arts	No	1	MUS 5b
Physics B**	3,4,5	School of Science Quantitative Reasoning	No	2	PHYS 10a, b
Physics C: Mechanical**	3,4,5	School of Science Quantitative Reasoning	Yes	1	PHYS 11a
Physics C: Electrical**	3,4,5	School of Science	Yes	1	PHYS 11b
Psychology	4,5	School of Social Science	No	1	PSYC 1a
Spanish Language	4,5	Foreign Language	No	0	SPAN 30-level
Spanish Literature	5	Foreign Language	No	1	SPAN 30-level
Statistics	4,5	Quantitative Reasoning	No	1	MATH 8a
U.S. History	4,5	School of Social Science	No	1	None

*Students may receive credit for either Mathematics AB or Mathematics BC, but not for both.

**Students may receive credit for either Physics B or Physics C (Mechanical or Electrical), but not for both.

International Baccalaureate

Brandeis recognizes the International Baccalaureate (taken abroad or in the United States) and will award eight course credits (one full year) for a total of 30 points on the baccalaureate examination. This must include three examinations at Higher Level with grades of five or better. If a student has a total of less than 30 points or has fewer than three acceptable Higher Level examinations, Brandeis will award two course credits for each Higher Level examination with a grade of five or better. Students are obliged to supply an official copy of their credentials to the Office of the University Registrar for evaluation.

Credit for Foreign School-Leaving Examination

International students are obliged to supply the results of their advanced secondary school examinations to the Office of the University Registrar for evaluation. Brandeis accepts credit toward the B.A. or B.S. degree for a number of such examinations, including the British Advanced Level examinations, the German *Abitur*, the French *baccalauréat* and others; credit is contingent upon level of performance and details may be obtained from the Office of the University Registrar. Credit from such sources will not be applied to the Brandeis record until the student has completed two semesters at the University. Students may not enroll in courses deemed equivalent to the foreign work without loss of the foreign credit.

Transfer Credit Policies

Transfer students are obliged to supply official transcripts documenting all previous college-level work. All such work is evaluated and each incoming transfer student is furnished by the registrar with an evaluation based upon existing faculty policies. The evaluation will indicate the number of course credits granted and the number of degree requirements that have been met. No more than 16 course credits may be granted because residence requirements specify that a minimum of 16 courses in four semesters must be successfully completed at Brandeis.

Courses must have been taken at accredited, degree-granting institutions from which an official transcript has been received. The courses must be generally equivalent to courses offered at Brandeis, and the grade received must be equivalent to at least a C-, though credit is usually awarded for a "pass" grade in a system allowing non-letter grades. Occasionally, credit may be awarded conditionally, pending successful completion of a year at Brandeis. Only selected overseas study programs are acceptable for Brandeis credit; for further details on the transfer of credit from overseas study sources, consult the Office of the University Registrar. Students may not be concurrently enrolled at Brandeis during a term in which transfer credit is sought, except as allowed under the provisions of cross-registration.

Credit is granted on an equivalent semester basis with four course credits being awarded for completion of a normal semester's work at the other institution. Normally, one quarter-course receives no credit, two quarter-courses are granted one course credit, and three quarter-courses are awarded two course credits.

Students who do not initially receive credit for a particular course taken at another institution may petition the registrar for reconsideration. Such a petition requires the signature of the appropriate Brandeis faculty member and must indicate the Brandeis course to which it is considered equivalent. In an unusual situation, the petition may be referred to the Committee on Academic Standing for final resolution.

In determining progress toward the requirements of a major, departments may consider only non-Brandeis courses that have been accepted for degree credit. Departments may limit the number of such courses that they will apply toward the major. Rules governing the application of transfer credit to majors may differ from department to department.

Application and Admissions Procedures

For the most current information regarding admissions procedures and deadline dates, prospective candidates should consult the instructions accompanying the application.

The address for the forwarding of all inquiries, materials, and test results is:

Brandeis University
Office of Admissions
Mailstop 003
P.O. Box 549110
Waltham, Massachusetts 02454-9110
781-736-3500 or 800-622-0622
781-736-8502 (TTY/TDD)

Financial Aid

Brandeis maintains a substantial aid program consisting of grants, loans, and jobs. More than 65 percent of the students enrolled at Brandeis receive University assistance. The staff of the Office of Financial Aid and Student Employment is available to assist parents and students in planning to finance four years of undergraduate education.

Financial aid is awarded after a careful analysis of the family's ability to support the student's costs of education. The analysis is based on the information submitted by the family on the Free Application for Federal Student Aid (FAFSA) and the CSS/Financial Aid PROFILE. The student's eligibility for assistance is determined according to federal government regulations and University policies governing financial aid programs. Included in the analysis is the ability of the parent(s) and the student to contribute from current and future income and assets. The difference between a family's ability to support the student and the actual costs of education is determined to be the student's financial need.

The Office of Financial Aid and Student Employment reviews a number of factors in determining each student's financial aid award. Demonstrated financial need, academic achievement, and geographic and cultural diversity each play a role in the type and amount of grant/scholarship assistance offered. Students should expect some combination of grant, scholarship, loan, and/or work awards in their financial aid offer.

Financial Aid Policy

1. Students receiving grant aid will usually be expected to assume loan and work obligations as part of a self-help package determined annually by the Office of Financial Aid and Student Employment. Students may request increased loan and decreased work if loan funds are available.

2. Financial aid applicants are required to apply for the Federal Pell Grant and state scholarship programs where available. Brandeis is unable to replace with University funds non-University aid that students are eligible to receive, but for which they fail to apply.

3. Outside awards received from federal and state programs will result in a dollar-for-dollar reduction in Brandeis Grant and Trustee Scholarship funds. Outside awards received from non-governmental sources, even if based on criteria exclusive of need, will first be used to fulfill any unmet federal financial need. Any outside award amount in excess of unmet federal financial need will reduce the self-help (loan and work) and then grant components of the student's need-based award. Students receiving need-based or merit-based aid will not be permitted to keep outside awards in excess of the total cost of attendance.

The above policy will be applied to outside awards received by any Brandeis student regardless of class year. All awards should be reported in writing to the Office of Financial Aid.

4. All students must reapply for financial aid each year. Students receiving any type of federal aid must file the Renewal Free Application for Federal Student Aid (FAFSA), which will be mailed to each student's permanent address during the winter intercession. Students receiving Brandeis Grant or Trustee Scholarship funds must also provide copies of student and parent tax returns. The University may also require verification of certain application items including, but not limited to, the student's academic year residence status and the enrollment of siblings at other post-secondary institutions. The priority filing date for applying for renewal of financial aid is April 1.

While it is expected that financial assistance will be continued each year of the student's undergraduate enrollment, the form and/or amount may change in subsequent years to reflect changes in financial need, federal and University funding, and other circumstances. An increase in the amount of loan in the financial aid package should be anticipated. Grant will usually increase only when calculated need increases.

5. Upperclass students who wish to apply for financial aid for the first time must file the FAFSA and the CSS/Financial Aid PROFILE as well as submit copies of student and parent tax returns. The University may also require verification of certain application items including, but not limited to, the student's academic year residence status and the enrollment of siblings at other post-secondary institutions. The priority filing date for applying for financial aid is April 1.

6. First-year students who receive any type of federal aid must file the FAFSA before any aid can be credited to their student account. First-year students who receive Brandeis Grant or Trustee Scholarship funds must also provide copies of student and parent tax returns. The University may also require verification of certain application items including, but not limited to, the student's academic year residence status and the enrollment of siblings at other post-secondary institutions.

7. Federal regulations require that a student receiving federal assistance make satisfactory academic progress in accordance with standards set by the University. Brandeis delegates the responsibility to monitor academic progress to the Committee on Academic Standing and charges it to make such determinations on the basis of individual merit, and not in relationship to some arbitrary numerical standard. The committee thoroughly reviews the records of students whose performance was unsatisfactory, i.e., more than one D and/or one or more E or F, at the conclusion of each semester. Students whose progress has been judged unsatisfactory and whose withdrawal has been required by the Committee on Academic Standing shall be accorded a reconsideration by that body in the presence of new information, judged to be relevant by the dean of the college or his/her designee. Should a required withdrawal action be rescinded on appeal, financial aid eligibility shall be reinstated. Any student permitted by the committee to register for the following semester is considered to be making academic progress and is eligible for financial aid from federal and University sources. However, since an ability to complete the degree within eight semesters is a measure commonly applied by the committee in making these determinations, students are advised to consult the sections of the current *University Bulletin* pertaining to class standing (under Academic Regulations).

Loans

1. Federal Perkins Loan Program—Interest is not charged and repayment is not expected while the recipient is enrolled. During repayment, interest is at the rate of five percent per year, and repayment may be made over a 10-year period. Cancellation of a portion of the aggregate loan is available for service as a teacher of the handicapped, or in a low-income school district. The number of Perkins Loans is limited and reserved for the most needy students.

2. Federal Direct Stafford Loan Program—this program enables eligible undergraduate students to borrow up to \$2,625 during the first year, \$3,500 in the second year, and \$5,500 in the third and fourth years. All students, regardless of family income, must submit a Free Application for Federal Student Aid (FAFSA) and a Verification Worksheet (if required) in order to be eligible for a Federal Direct Stafford Loan. Students are notified of their eligibility for this loan program on the financial aid award letter.

There are two different forms of this loan: the **Federal Direct Subsidized Stafford Loan** and the **Federal Direct Unsubsidized Stafford Loan**. Interest and repayment are deferred on the Federal Direct Subsidized Stafford Loan while the borrower attends college on at least a half-time basis. Although repayment is also deferred on the Federal Direct Unsubsidized Stafford Loan while the borrower is enrolled on at least a half-time basis, interest accrues on this loan from the time the loan funds are disbursed. The interest may be deferred and capitalized. Six months after the cessation of half-time enrollment, the borrower begins a 10-year repayment period (other repayment options are available) during which time interest is charged to the student. Contact the Office of Financial Aid and Student Employment for current interest rate information.

Borrowers of the above loans must obtain and complete the required promissory notes, as well as any supplemental loan forms, at the beginning of the fall semester upon receipt of correspondence from the student loan office. Anticipated credits on a student's account will be cancelled if all required forms are not completed. The terms of the above loan programs are subject to federal legislation and may be changed.

Title IV Cancellation

If you have been awarded a student loan (Federal Direct Stafford or Perkins) or parent loan (PLUS or MEFA), you have a right to cancel all or a portion of your loan or loan disbursement. To do so, please submit a written request to: Office of Financial Aid and Student Employment, Brandeis University, Mailstop 027, P.O. Box 549110, Waltham, MA 02454-9110.

A request for loan cancellation or adjustment must be made before the end of the academic year or prior to leaving school—whichever comes first—and must state which loan(s) and what amount(s) you wish to cancel. Cancellation of your awarded student loan(s) will most likely create a balance due on your account. This balance would be due and payable upon receipt of the statement.

Student Employment

The student employment section of the Office of Financial Aid and Student Employment seeks to provide work opportunities to students seeking work on campus and in the Waltham area. This service is available to students, regardless of whether or not they are receiving financial aid. Students who receive job allotments as part of their financial aid package will have priority for jobs but many non-aided students find campus employment. Potential job earnings are *not* deducted from billed charges from the University at the beginning of each term. Students receive paychecks based on hours worked.

Financial Aid to Transfer Students

Financial aid is available for students entering Brandeis as transfer students from other institutions of higher education. Applicants who cannot afford to attend Brandeis without financial assistance should submit the Free Application for Federal Student Aid (FAFSA), and a CSS/Financial Aid PROFILE. The application for financial aid is due at the same time as the application for admission.

Fees and Expenses

Financial Regulations

Any student with outstanding financial obligations will be denied the privileges of attending classes and using University facilities. Every student must satisfy his or her financial obligations in full to the University in order to receive certification of graduation. Official transcripts and certifications will be withheld until financial obligations to the University have been discharged. Failure to discharge financial obligations includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings.

Application, Matriculation, and Orientation Fees

Each application for first year or transfer admission must be accompanied by a fee of \$50. All application fees are nonrefundable and cannot be credited toward other fees.

A nonrefundable matriculation deposit of \$500 must be filed by each candidate upon notification of acceptance. This deposit reserves a place in the class and the option of applying for first-year housing and is credited toward the first semester tuition bill. If the student fails to enroll or withdraws his or her application, the matriculation deposit is forfeited.

All new students are charged a mandatory \$75 orientation fee, which is nonrefundable. All new students who commence study at midyear will be charged a \$25 orientation fee.

Tuition

The tuition fee for 2002-03 is \$27,345 and the fee for each semester course required for degree credit is \$3,418.

Library privileges and use of athletic facilities for the academic year are included in the full tuition fee.

Students who return to the University after withdrawing will pay the prevailing tuition and other fees. In view of the constantly increasing costs of education, students may expect tuition increases during their academic careers.

Financial Implications of Course Load Variation

Extra tuition charges are not incurred when course loads are within maximum rate of work limits, nor are charges reduced or refunds applied for course loads below the normal rate of work. Students who are granted special permission by the Committee on Academic Standing to undertake course schedules in excess of maximum rate of work limits will incur extra tuition charges calculated at the per course tuition rate for the year in which the course is taken.

Questions regarding the financial implications of course load variation should be directed to the Office of the University Registrar. Questions regarding the billing schedule should be directed to the Office of the Bursar.

Room and Board Fee

The total charges for a standard dormitory room (double occupancy) and a 14-meal per week board contract for the 2002-03 academic year are \$8,122. Other meal contract options are available.

For upperclass students, other living accommodations are available at annual rates ranging up to \$1,405 more than the standard dormitory room (double occupancy) rate of \$4,410.

Returning upperclass students must make their advance deposits of \$200 during the spring room drawing.

Students residing in dormitory rooms must sign room licenses and board contracts binding for the full academic year. Students residing in either of the apartment complexes must sign room licenses binding for the full academic year; board contracts are available to, but not required of, these students.

Nonresident students may eat in the University dining halls on a cash basis.

Transcript Fee

Students are entitled to 20 official transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. The student will pay the transcript fee in advance at the Office of the University Registrar (Kutz Hall). Official transcripts will be issued only to those students whose financial records with the University are in order.

Other Fees The following are other mandatory annual fees for 2002-03: 1. Student Activities fee, \$273. 2. Student Health Service fee, \$387. 3. Technology fee, \$160. 4. Student Health Insurance Plan (single coverage), \$800. Mandatory unless proof of other coverage is provided. There are other University fees that a student may incur for specific services or failure to meet commitments. These fees include but are not limited to the following for 2002-03: 1. Laboratory fees, \$15-\$50. 2. Studio fees, \$10-\$80. 3. Medical school application processing fee, \$50. 4. Monthly payment plan fee, \$100. 5. Parking fees, \$35-\$150. 6. Study abroad fee, \$300 (semester) or \$500 (academic year). 7. Senior fee, \$27. 8. Returned Check fee, \$25.	Refunds A student who leaves the University without the approval of the Office of Undergraduate Academic Affairs is not entitled to a refund. For approved or required leaves, withdrawals, suspensions, or dismissals, the date of departure will be considered to be that which is approved by the Office of Undergraduate Academic Affairs. All requests for refunds must be <i>in writing</i> and are subject to review and final approval by the Office of the Bursar. Approved refunds follow this schedule: 1. Tuition Withdrawal Before the opening day of instruction: 100% of semester tuition. On or before the second Friday following the opening day of instruction: 75% of semester tuition. On or before the fifth Friday following the opening day of instruction: 50% of semester tuition. After the fifth Friday following the opening day of instruction: no refund. 2. Fees There is no refund of any other fee on or after the first day of instruction of either semester. 3. Room and Board Charges Refund of room and board contract charges are determined in accordance with the terms outlined in the contract. 4. Financial Aid When a student withdraws during a period in which he or she is receiving federal financial aid, the amount of Title IV funds (other than FWS) that must be returned to the Title IV programs is based solely on the length of time the student was enrolled prior to withdrawing. A student's withdrawal date is defined as the date that the student began the withdrawal process prescribed by the school; the student otherwise provided the school with official notification of the intent to withdraw; or, for the student who does not begin the school's withdrawal process or notify the school of the intent to withdraw, the mid-point of the payment period of enrollment for which Title IV assistance was disbursed (unless the University can document a later date). The University has additional latitude to determine the	withdrawal date of a student who dropped out without notifying the University due to circumstances beyond the student's control, such as illness, accident, or grievous personal loss. The amount of funds earned by the student is directly proportional to time enrolled, through 60% of the period of enrollment. After 60%, the student is considered to have earned all aid. Unearned Title IV aid must be returned to the programs. The University bears the responsibility of returning funds up to the lesser of the unearned amount or an amount determined by multiplying institutional costs by the unearned percentage. The student must return any unearned amount that is not the responsibility of the University to return. Unearned funds are returned first to Stafford Loans, then to Perkins Loans and then to PLUS Loans. Once loans are satisfied, remaining unearned funds are distributed to Pell Grant, then to FSEOG, then to other Title IV funds that require a refund. The student repays unearned funds owed to a loan program under the terms of the promissory note. Repayments to grant programs are made according to grant overpayment regulations. If a student received aid from other (private, state) sources, refunds to them will be made in accordance with the policy of the donor(s). The refund remaining after any funds are returned to federal and outside programs will be divided between the student and University financial aid programs in the same ratio as these sources were credited to the student's account (e.g., if a student paid one-half of the bill, one-half of the remaining refund will be returned to the student and one-half will be returned to the University financial aid programs from which the student received assistance. For students whose financial aid awards exceed the University's charges (e.g., students who live off campus), funds that were dispersed to support educationally related expenses (e.g., room, board, books, etc.) must be repaid on a prorated basis determined by the University.
Payment Plans Semester Plan The first semester bill will be issued during July and payment will be due on or before August 2, 2002; the second semester bill will be issued during November and payment will be due on or before January 3, 2003. Monthly Payment Plan Academic Management Services (AMS) has contracted with Brandeis to administer the monthly payment plan. The application and nonrefundable handling fee of \$100 must be returned to AMS by July 15, 2002. The payment plan electronic withdrawals will begin on August 1, 2002.	Further information on the refund policy for aided students and the calculation for any specific case is available from the Office of Financial Aid and Student Employment.	

Requirements for the Undergraduate Degrees

Brandeis offers the Bachelor of Arts and the Bachelor of Science degrees. A student may earn only one undergraduate degree. Students who declare a major that offers a Bachelor of Science track must specify which degree is sought (the B.A. or B.S.) when the major is declared. Undergraduate degrees are awarded once a year in May. Diplomas specify the degree earned, any honors awarded (Latin and/or departmental), and completed majors.

All candidates for a bachelor's degree, regardless of date of entrance to Brandeis, must satisfactorily complete a major, a writing requirement, a foreign language requirement, a group of courses designed to provide a strong foundation in general education, and the physical education requirement. No courses used to fulfill any general University requirement may be taken on the pass/fail grading option. No more than one course (and never the final one) in the foreign language sequence may be taken pass/fail if the language is being offered in satisfaction of the foreign language requirement.

Students entering Brandeis in September 2000 and thereafter will follow a curriculum that features requirements in foreign language, writing, quantitative reasoning, non-Western and comparative studies, and a new program of general foundation courses; the section at the back of this *Bulletin* with the patterned edge contains the courses that will satisfy these requirements. Clarification regarding University degree requirements may always be obtained from the Office of the University Registrar.

Residence Requirement

Students are required to:

A. Complete 128 semester-hour course credits (equivalent to 32 courses each carrying 4 semester-hour credits).

B. Be in residence (i.e., be full-time students at Brandeis) for at least two academic years (four semesters—fall or spring, exclusive of Brandeis Summer School sessions).

C. Complete successfully at Brandeis a minimum of 64 semester-hour credits, exclusive of Brandeis Summer School (equivalent to 16 courses each carrying four semester-hour credits).

While students may repeat, for the purpose of demonstrating a higher level of mastery, courses in which a passing grade already has been earned, such repeated courses do not yield additional credit toward the degree and are not applied toward the residency requirement. The 16 courses beyond those that must be taken at Brandeis may be earned through college-level work completed prior to registration at Brandeis, satisfactory scores on AP tests, study abroad, or summer school with no more than three semester courses completed in any summer.

The Schools of the University

Within the College of Arts and Sciences, courses are offered by academic departments to support educational programs and objectives that are departmental, interdisciplinary, and University-wide in scope. Academic departments reside in schools: the School of Creative Arts, the School of Humanities, the School of Science, and the School of Social Science. Because the organization of undergraduate degree requirements makes reference to this school structure, it is important that students familiarize themselves with it. The section below devoted to majors outlines the school membership of various academic departments. Most typically, the courses offered by a department will have membership in one school, that in which the department resides. Some courses, however, may have membership in more than one school. Also, some interdisciplinary areas do not fit neatly into a single school; individual courses within such areas may reside in different schools. The school membership of courses has been incorporated into the "requirement codes" appearing in the course listings. A legend for the codes may be found in the "Requirement Codes" section of this *Bulletin*. The course offering booklets published each fall and spring also indicate to which schools particular courses belong. If in doubt about the school membership of a particular course, consult the Office of the University Registrar.

Double Counting

In the undergraduate curriculum, it is intended that courses will serve multiple purposes in a student's program. Specifically, students are encouraged to satisfy some general University requirements (e.g., writing, quantitative reasoning, non-Western and comparative studies, and school distribution) in the context of completing a major, or a minor.

However, some majors limit the degree of "double counting" between and among majors and minors. Students pursuing double majors, or other combinations of majors and minors are advised to consult with all appropriate undergraduate advisors to come to a mutually acceptable degree of overlap. Between and among general University requirements, the only limitations on double counting are as follows: University Seminars in Humanistic Inquiries are interdisciplinary in character; they do not have membership in any specific school of the University. The three-course foreign language sequence may not be applied toward the school distribution in the humanities. No single course in a student's program may satisfy both the quantitative reasoning requirement and the science component of the school distribution requirement. No course numbered in the 90s may apply toward the school distribution component. Finally, a single course may be used toward school distribution in only one school.

General University Requirements

(These requirements are for classes entering in the fall of 2000 and thereafter; earlier classes should consult the *Bulletin* in force in their first year as degree candidates at Brandeis.)

A strong, general education foundation is built through work in a variety of interconnected elements. The fundamental goals of the program are to improve students' abilities to integrate knowledge from different fields; to provide opportunities for the acquisition and development of writing, linguistic, and quantitative skills; to introduce flexibility in the scheduling of degree requirements throughout the undergraduate career; and to expand students' opportunities to interact with faculty in small class settings in the first year of instruction.

The basic outline of the requirement structure is as follows:

A. University Seminar in Humanistic Inquiries

All students in their first year will complete one semester course from this program. These courses enable participants to engage fundamental questions about human existence and meaning through the critical study of significant texts or artistic creations. This course may or may not be designated as a USEM+W course, those that are designated as USEM+W may be used to satisfy Option I of the first year writing requirement (see University Writing below).

B. University Writing

The writing requirement is satisfied by completing one of the following options:

Option I: One University Seminar in Humanistic Inquiries Plus Writing (USEM+W) taken in the first year, plus two writing intensive courses. The USEM+W course has a fourth hour of instruction focusing on composition that is closely linked, thematically and stylistically, to the academic disciplines that define the context and content of the course.

Option II: One University Writing Seminar (UWS) taken in the first year, plus one writing intensive course, in addition to one University Seminar in Humanistic Inquiries (also taken in the first year—see [A] above). The UWS is a full-credit course specifically dedicated to writing as a subject in its own right; it treats writing as a multifaceted art and gives students an opportunity to study and experiment with a broad range of writing styles.

All first-year students will thus complete either a USEM+W or a UWS course. Both courses place special emphasis on forms of argumentation. Other areas of attention include critical reading, essay structure, revising, research skills, and proper documentation.

Over the summer, some students may be notified that they must take a placement test to determine their level of writing proficiency. Upon evaluation of the test, some students may be placed in Composition, a course taken in the fall semester. These students will then take either a USEM+W or a UWS and USEM in the spring semester.

Certain students whose native language is not English may be required to have their English writing skills evaluated and to have an interview during orientation before the beginning of classes. On the basis of this evaluation, students may be advised to sign up for an individual noncredit tutorial in the English as a Second Language Program to supplement their work in Composition, the University Seminar, the University Writing Seminar, or other writing courses. Transfer students may have their credits evaluated to see if they have successfully completed the necessary course to satisfy the first-year writing requirement. If they have not, they should see the director of University Writing, in the English department, for alternative ways to complete this requirement.

The writing intensive component of the writing requirement is normally completed in a student's second or third year. Writing intensive courses, which are offered in departments throughout the University, are based in academic disciplines and include writing as an integral part of the course work. They involve frequent writing assignments, opportunities for rewriting, and consultations with the instructor. Writing intensive courses may serve multiple purposes, advancing students toward majors, minors, non-Western and comparative studies, or distribution requirements. Courses numbered in the 90s shall not be eligible for a writing intensive designation.

C. Quantitative Reasoning

All students will take one course that is designated as meeting the quantitative reasoning requirement. These courses from various disciplines share a commitment to enabling students to understand, interpret, analyze, and evaluate numerical data and other quantitative information.

D. Foreign Language

The foreign language requirement is met by successful completion of a third semester course (normally numbered in the 30s) in the introductory language sequence. No more than one course (and never the final one) in the sequence may be taken on the pass-fail grading option.

The foreign language requirement at Brandeis reflects a belief in the importance of understanding language—our own and the language of others—as central to society and culture. The goal of the foreign language requirement, therefore, is to prepare students to understand better and to participate in a foreign culture by developing basic skills (speaking, listening, reading, and writing) in another language.

Alternatively, the requirement may be satisfied by achieving a score of 4 or 5 on an appropriate Advanced Placement Test, by a score of 62 or more on the appropriate CEEB SAT II test, or by a satisfactory score on a foreign language placement test administered on campus in the fall. Local placement exams may be taken only at the time of matriculation at Brandeis. Students for whom English is a second language may be exempted from this requirement. Students who satisfy the requirement by means of an advanced placement score shall be accorded, upon request, appropriate credit toward the Brandeis degree. Students may also fulfill this requirement by demonstrating proficiency in American Sign Language through testing at a site approved by Brandeis.

Individual placement decisions vary depending on the quality of high school training, the level of performance, and how recently the language was studied. Foreign language placements are valid for one year only; subsequent placements are based on the mandatory placement examinations and consultation with the appropriate language coordinator. Students are urged to begin fulfilling the foreign language requirement as soon as they matriculate and to complete the required sequence without interruption.

E. Non-Western and Comparative Studies

Students will complete one semester course that examines some particular culture, society, or region of the non-Western world, or that systematically makes comparisons across cultural barriers. This requirement aims to enlarge students' understanding of human achievements and potentialities beyond the Western tradition.

F. School Distribution

Students will complete one semester course in each of the four Schools of the University: Creative Arts, Humanities, Science, and Social Science. Because "double counting" generally is encouraged, most students will satisfy the school distribution requirement in the context of others, e.g., in satisfying the requirements of a major or a minor. Between and among general University requirements, the only limitations on double counting are as follows: University Seminars in Humanistic Inquiries are interdisciplinary in character, and have membership in no specific school of the University. The three-course foreign language sequence may not be applied toward the humanities component of this requirement. No single course in a student's program may satisfy both the quantitative requirement and the science component of this requirement. No courses numbered in the 90s may apply toward this component. Finally, a single course may be used toward school distribution in only one school.

Majors

General Requirements

To obtain a bachelor's degree in the College of Arts and Sciences, students must complete the requirements of a major. Students are encouraged to choose an intended major after consultation with a faculty advisor in that department by the end of the first year, and required to do so by the end of the sophomore year. Students who have not declared a major by the end of their sophomore year will have a registration hold placed on their records blocking registration for the fall term of their junior year.

Certain departments permit qualified students to offer a limited number of related courses in other fields toward their major requirements. This option is open to students able to present a purposeful and coherent course of study as judged by the department; such requests are subject to rigorous examination. Students should consult individual departmental listings.

Students may complete a second or a third major in addition to their primary major. Completion of the second or third major must take place within the normal time allotted for completion of the bachelor's degree (eight semesters for students entering as freshmen). The time to degree for transfer students is less and is determined based on the number of credits initially transferred upon entry. Students may declare a maximum of three majors. Declared majors appear on the student's transcript, and completed majors appear on the transcript and diploma.

Completion of a Major

To enroll in courses fulfilling major requirements, students must have received a C- or better in prerequisite courses.

A 2.00 (C) average is normally required in courses offered for completion of requirements for a major.

List of Majors

African and Afro-American Studies
American Studies
Anthropology
Art History
Biochemistry
Biology
Chemistry
Classical Archaeology and Ancient History
Classical Studies
Comparative Literature
Computer Science
Creative Writing
Economics
English and American Literature
European Cultural Studies
French Language and Literature
General Science
German Language and Literature
Greek Language and Literature
History
Hebrew Language and Literature
Islamic and Middle Eastern Studies
Italian Studies
Latin American Studies
Latin Language and Literature
Linguistics
Mathematics
Music
Near Eastern and Judaic Studies
Neuroscience
Philosophy
Physics
Politics
Psychology
Russian Language and Literature
Sociology
Spanish Language and Literature
Studio Art
Theater Arts

School of Creative Arts

Courses in the School of Creative Arts teach the history of the visual and performing arts, engage students in the creative process itself, and develop artistic skills and aesthetic sensibilities. Requirements for majors in each department are listed on the pages indicated.

149	Fine Arts
245	Music
331	Theater Arts

Candidates for honors must have the approval of the appropriate department.

School of Humanities

The School of Humanities offers the undergraduate a systematic introduction to our literary and philosophical heritage. Requirements for majors and honors are listed on the pages indicated.

109	Classical Studies
113	Comparative Literature
130	English and American Literature
144	European Cultural Studies
156	French Language and Literature
163	German Language and Literature
168	Hebrew Language and Literature
211	Islamic and Middle Eastern Studies
213	Italian Studies
255	Near Eastern and Judaic Studies
277	Philosophy
313	Russian Language and Literature
327	Spanish Language and Literature

At Brandeis, the following ancient languages are offered: Akkadian (the Semitic language and literature of Assyria and Babylonia preserved in cuneiform), Greek, Biblical Hebrew, and Latin.

School of Science

The School of Science provides the basic scientific training preparing students for entry into graduate school or for work at the intermediate level in their scientific fields. Students are encouraged to take such courses outside the School of Science as will best broaden and further their intellectual growth. Requirements for majors are listed on the pages indicated.

86	Biochemistry
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91	Biology
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100	Chemistry
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116	Computer Science
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159	General Science
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232	Mathematics
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270	Neuroscience
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285	Physics
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School of Social Science

In addition to the basic coverage of the social sciences provided by the departmental disciplines noted below, the School of Social Science supports cross-disciplinary programs such as East Asian studies; education; environmental studies; film studies; health, law, and society; history of ideas; Islamic and Middle Eastern studies; international studies; journalism; legal studies; medieval and renaissance studies; peace and conflict studies; Russian and East European studies; social justice and social policy; and women's studies. The major in neuroscience is supported by various members of the psychology department. Requirements for majors are listed on the pages indicated.

70	African and Afro-American Studies
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73	American Studies
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78	Anthropology
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122	Economics
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184	History
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222	Latin American Studies
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230	Linguistics
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291	Politics
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301	Psychology
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318	Sociology
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A student in the School of Social Science who is a candidate for a degree with honors will, in addition to the designated requirements for the several fields, also enroll in Senior Research (99). Candidates for honors must have the approval of the appropriate department. One reader of a senior thesis must come from outside the department of the major.

Physical Education

Physical Education is an undergraduate degree requirement at Brandeis. This requirement is satisfied by successful completion of **two, semester-long, noncredit, activity courses**. Students should complete the physical education requirement by the end of their sophomore year.

New students may earn exemption from all or part of the physical education requirement by scoring well on a battery of physical fitness tests that are administered at the University each year. Participation in these exemption tests is voluntary, and **the opportunity is available only during a student's first year at the University**. For additional details, see the introductory remarks in the Physical Education course offerings section. Transfer students may offer physical education courses that appear on the transcripts of their previous institutions.

Academic Regulations

Academic Integrity

Academic integrity is central to the mission of Brandeis University. As stated in the *Student Handbook*, "Every member of the University community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort." Examples of penalties for a student found responsible for an infringement of academic honesty are no credit for the work in question, failure in the course, and the traditional range of conduct sanctions from disciplinary warning through permanent dismissal from the University.

It is one of the chief obligations of each member of Brandeis's academic community to understand the University's policies regarding academic honesty and to uphold those standards.

Allegations of academic dishonesty by undergraduate or graduate students are reported to the Office of Campus Life for adjudication within the Student Judicial System.

Rate of Work

The normal rate of work is defined as four courses per semester, each bearing four credit hours and each counting toward the 32 courses required as the graduation standard. Some courses, notably physical education courses, do not contribute toward the calculation of a legal course load or progress toward the graduation standard. Students enrolling in them do so as a supplement to an otherwise legal program of study.

Note that tuition bills are predicated upon the normal rate of work of four courses per term; consult the section on fees and expenses for explanation of the financial implication of course load variations.

The **minimum rate of work** is three semester courses per term and seven per academic year. A student electing to work at the three-course rate may not enroll in any of them on a pass/fail basis; similarly, a student may not drop to the three-course rate unless all are being taken for regular letter grades.

The **maximum rate of work** is 5.5 semester courses per term and 11 per academic year.

Rate of Work Limits

Minimum per semester	3
Maximum per semester	5.5
Minimum per year	7
Maximum per year	11

Exceptions to Rate of Work Provisions

Students may petition the Committee on Academic Standing for exceptions to the Rate of Work provisions. Exceptions are rarely made to the minimum rate of work limits. Students working below the minimum rate of work without permission will be placed on probation and may be subject to withdrawal.

The minimum course load for students in the Brandeis Adult Student Option is one course per semester. Students in this program pay tuition at the per-course rate.

Graduating seniors who will have earned 128 credit hours and met all degree requirements by the end of their final semester are allowed an exception to the minimum rate of work for the academic year for their final semester. Graduating seniors are still held to the minimum rate of work for the semester (12 credit hours) modulo reduced rate status below.

With the permission of the University Registrar, a student may repeat a course previously completed with a passing grade; however, the repeated effort will not count toward the graduation standard of 32 courses nor contribute toward the grade point average.

Senior Reduced Rate Status

Senior Reduced Rate status enables seniors who have completed all requirements who wish to take additional courses in the spring term to take one or more semester courses and to pay at the per-course rate. To qualify for this status seniors must have:

- Completed all General University Requirements.
- Completed 32 semester courses, or 31 semester courses with the 32nd course being the second half of a year-long Senior Thesis course that would be completed in the spring term.
- Completed the requirements in at least one major (modulo completion of a Senior Thesis as noted above).

Seniors petition through the Office of the University Registrar for this status. Such petitions must be approved before the first day of instruction in the spring term according to the deadlines promulgated by the Office of the University Registrar. Detailed information and petition forms may be obtained from the Office of the University Registrar. Seniors participating in a four-year B.A./M.A. program are not eligible for reduced rate status. Seniors should file their petitions no later than November 9, 2001.

Otherwise, permission to carry fewer courses than outlined above may be granted only by the Committee on Academic Standing and only on grounds of illness or personal hardship. Permission to work and pay at the six-course per semester rate may be granted by the Committee in exceptional circumstances.

Changes in Courses

Registration and course enrollment occur at the beginning of each semester. During the first two weeks of each term, students finalize their course selections in consultation with their faculty advisors. Final course enrollment materials are filed at the end of that period.

Late Enrollment

Requests for program changes after the second week must be submitted to the Committee on Academic Standing. Petitions to add courses after the second week must be initiated in the Office of Undergraduate Academic Affairs; such requests are granted only in exceptional circumstances.

Dropping Courses

Students who wish to drop a course, providing they adhere to the constraints of rate of work, may do so on or before the deadline announced in the University calendar, normally the Friday closest to the 50th day of instruction. Students who drop courses before the 25th day of instruction may drop without record. Students who drop courses between the 26th day of instruction and the 50th day of instruction will have the course appear on their permanent record with a "W" ("dropped") notation. Petitions to drop a course after the deadline must be initiated in the Office of Undergraduate Academic Affairs; such requests are granted only in exceptional circumstances. If granted, the Committee on Academic Standing will normally instruct the University Registrar to record a grade of "W" ("dropped") on the student's permanent record.

Elective Courses

Any course not used in the fulfillment of a specific degree requirement or fulfillment of major requirements is considered an elective. Students are strongly encouraged to take elective courses to complement a strong liberal arts foundation.

Independent study courses and senior research courses may also be considered electives if not used to complete a major. Enrollment in such courses requires the signature of the instructor and department chair.

Auditing

There is no formal audit status for undergraduate students. Students wishing to audit a course informally must secure the permission of the instructor.

Class Standing

The minimum number of semester courses required for advancement to each class is as follows: sophomore: 6; junior: 14; senior: 22. The minimum number of courses required for graduation is 32.

Attendance

All students are expected to attend classes regularly. Students on probation are compelled by University policy to attend every class meeting; students on warning are allowed maximally three excused absences. In addition, an individual faculty member may establish attendance requirements for *all* students in the course, and may insist on the completion of all assignments even if a student was not in attendance for the period.

Classes begin at 10 minutes after the hour and end on the hour. Tardy students may be marked absent at the discretion of the instructor.

Reading Period

An instructor, with the approval of the department chair or interdepartmental committee chair, and the dean of arts and sciences, may institute a reading period in advanced courses. A reading period is a two-week period immediately preceding final examinations during which no classes are held. A student works on assigned course material not covered in class sessions. The reading period material will be dealt with in the final examinations.

Grades

Grades are reported to the Office of the University Registrar four times a year. In arriving at these grades, faculty members are obliged to utilize the same criteria for all students in a course, and are at liberty to consider any and all components of the student's work in a course: written work, recitations, laboratory technique and reports, special reports or research, and all examinations. Grading in full-year courses is cumulative so that spring grades take into account the fall semester work and replace the midyear grades. The following grades will be used with plus or minus where appropriate:

A	High Distinction
B	Distinction
C	Satisfactory
D	Passing, but Unsatisfactory
E	Failure

The letters "S" (Satisfactory) or "U" (Unsatisfactory) may be used as the midsemester grades for undergraduates. At midyear there must be a regular letter grade, even in full-year courses. The only exception is that "S" or "U" may be used in a full-year reading course (usually numbered 98 or 99).

The numerical equivalents of the grades as determined by the faculty are:

A+ or A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
E	0.00

The University Registrar reports midyear and year-end grades to students in writing. Instructors notify students of midsemester grades.

Credit/No Credit Grading

Certain courses, specifically ENG 19a, ENG 109a and b, ENG 119a and b, MUS 10a,b-15a,b, MUS 111a and b, MUS 112a and b, and MUS 116a and b do not utilize letter grades. For pedagogical reasons, the grades assigned in these courses are either Credit (CR) or No Credit (NC), accompanied by written evaluations that are not included in the student's transcript. These grades are the equivalent of "pass" and "fail" for purposes of computing grade point averages. A student may take an unlimited number of semester courses graded CR/NC. However, a course utilizing this grading pattern may not be undertaken in a semester in which the student has fewer than two courses (eight semester hours credit) enrolled on a regular letter graded basis.

Degrees with Honors

Students whose grade point average at the end of the junior year is 3.00 or above in their major may petition the department concerned for permission to work for honors in their major. Department distinction is awarded by each department or interdepartmental committee. The levels of distinction are "honors," "high honors," or "highest honors."

The awards of *cum laude* and *magna cum laude* require a cumulative grade point average of 3.500 and 3.700, respectively.

The award of *summa cum laude* requires a cumulative grade point average of 3.800 and the award of distinction in the major.

The University has a policy of depositing honors theses with the Library and making them available to future students and scholars for research purposes.

Phi Beta Kappa

The University is host to a chapter of the Phi Beta Kappa Society. Each year, a highly select group of seniors and an even more limited group of juniors are elected to this national honor society. An extremely high level of academic achievement is necessary. Membership in this society is by invitation only.

Pass/Fail Option

Undergraduate students who enter Brandeis in fall term 2000 and thereafter may *enroll* in up to four semester courses pass/fail. Grades of "pass" (P for performance at the D- level or above) will not be used in computing grade point averages. Grades of "fail" (F for performance below a D- level) will be converted to grades of E and will be used in computing grade point averages.

The following constraints apply to the use of the P/F grading option:

A. No more than one course may be taken pass/fail during a single term.

B. No courses used to fulfill any general University requirement may be taken on the pass/fail grading option. No more than one course (and never the final one) in the foreign language sequence may be taken pass/fail if the language is being offered in satisfaction of the foreign language requirement.

C. Normally, courses taken pass/fail will not satisfy major requirements. [Some departments may allow courses in excess of those required for the major to be taken pass/fail; consult the undergraduate advising head for major-specific practices.]

D. The pass/fail option may not be used in a semester unless the course program includes at least three Brandeis courses (12 semester hours credit) enrolled on a regular letter grade basis. Hence, students working at a reduced rate of work may not use the pass/fail option.

E. In full-year courses the elected grading option (pass/fail or letter grade) applies to *both* semesters and may not be changed at midyear. (Such a course taken pass/fail would expend two of the allowable four pass/fail semesters.)

F. Selection of the pass/fail grading option for a course must be made on or before the deadline announced in the University calendar, normally the Friday closest to the 20th day of instruction. Courses elected on the pass/fail basis may be converted to a graded basis after the end of the semester and before the announced deadline in the following semester, normally the Friday closest to the 20th day of instruction.

G. In an undergraduate's final semester, conversion from a P/F grading basis to a letter-grade basis must be completed before the deadline announced in the University calendar for the receipt of Senior grades, normally three days after the last day of final examinations. Hence graduating seniors will be allowed to convert to a letter-grade basis at any time during their final semester until the deadline stated above.

Petitions will not be entertained for exception to the above constraints and deadlines. Arrangements between students and instructors do not constitute official pass/fail enrollment. Instructors are not informed of the grading option that a student has chosen. Students taking courses pass/fail must complete all assignments and examinations.

Incompletes and Excused Absences from Final Exams

Students who are unable to take their final examinations for legitimate reasons and wish to request a make-up exam must obtain advance authorization from the Office of Undergraduate Academic Affairs.

If a student is absent without excuse from a term-end examination and does not obtain authorization for a make-up examination, the student will be given a grade of zero on the exam. The instructor will be asked to supply a grade for the course. If the instructor fails to do so on or before the institutional deadline, the registrar will enter a failing grade on the student's record.

A student is expected to complete the work in each course before the beginning of the examination period. Students unable to complete the work in a course by this time for legitimate reasons may request an *Incomplete*. Application forms must be obtained from and returned to the Office of Undergraduate Academic Affairs by the last day of instruction. Approval of the instructor is required; students on warning or probation will not be granted incompletes. The work must be completed by a date stipulated by the instructor and in no case later than two weeks after the beginning of the next semester. The grade for the course must be filed by the instructor no later than the third week of the next semester.

The record of a student will display an incomplete or absence until a permanent grade has been provided or until these designations expire. Upon expiration, if a permanent final grade has not been submitted to replace the temporary grade, the registrar is instructed to record an E for the course. Such a grade may be altered only by special petition to the Committee on Academic Standing.

When other required academic exercises, such as laboratory assignments, minor papers, or quizzes are not completed, and when such noncompliance is excused, instructors may, at their discretion, require the work to be made up or not count the assignment in determining a grade. When there is no satisfactory excuse for the incomplete work, instructors may record a failing grade.

The Committee on Academic Standing

The Committee on Academic Standing (COAS) serves as the academic review board for undergraduate students in the College of Arts and Sciences. The Committee evaluates student records at the end of each semester to determine academic standing. Academic standing refers to whether a student has a satisfactory or unsatisfactory academic record, please see the Academic Status section below for further details. The Committee also hears all cases of required withdrawal from and readmission to the University, and recommends to the faculty degrees and honors for undergraduates. The Committee meets monthly to evaluate student requests (petitions) for exceptions to University academic regulations and other cases that warrant special consideration. To ensure timely attention to requests COAS has delegated the authority to address routine matters to the Executive Council (EXCO), which meets on a weekly basis.

The Committee consists of the dean of arts and sciences, or his/her designee, who serves as chair, eight members of the faculty selected by the dean in consultation with the Council of the Faculty Senate, the Dean of Student Life, and the University Registrar. Also in attendance as non-voting members are the class deans, assistant registrar, Director of the Transitional Year Program, Associate Dean of student enrichment services, The Associate Dean of Undergraduate Academic Affairs and First Year Services chairs the Committee.

A student may petition the Committee through his/her class dean, who will present the student's written petition to the Committee. COAS may ask the class dean for clarification or additional information as necessary. COAS determines by majority vote whether to approve or deny the petition. COAS may, at its discretion, defer its decision and require additional information in support of the petition. The decision that COAS reaches is communicated to the student by the class dean.

A student may appeal a decision by COAS under certain circumstances. In cases of required withdrawal from the University the student may appeal the Committee's decision to the dean of arts and sciences. The decision of the dean is final and no further appeals are possible. In all other cases students may request reconsideration by COAS only under the following circumstances: where the student has new evidence, not previously available which could have materially affected the decision of COAS; or evidence of procedural error. Once COAS has ruled on the petition for reconsideration, a student may submit a written appeal to the dean of arts and sciences, the decision of the dean will be final.

For additional information about COAS and the process of petitioning COAS, please contact the Office of Undergraduate Academic Affairs and First Year Services.

Academic Status

At the end of each semester, the Committee on Academic Standing announces the Dean's List of honor students. Students are placed on the Dean's List when they have earned a grade point average in the preceding semester of 3.50 or higher and have not received a D, E,

U, F, or NC (labs and physical education included) or more than one C; and have received a regular letter grade in at least three regular, four-credit courses. Seniors doing honors work in the fall may receive an S in that course [99] and still be eligible. Dean's List students receive formal acknowledgment of this achievement from the Office of Undergraduate Academic Affairs.

Degree eligibility normally requires a cumulative grade point average of at least 2.000.

Students who work below the minimum rate of work without permission will be considered to have an unsatisfactory record and will be placed on probation and may be subject to withdrawal from the University.

A satisfactory semester record contains no grades of D, E, F, or NC and requires a semester grade point average of at least 2.000. At the conclusion of each semester the Committee on Academic Standing shall review the records of students whose performance is unsatisfactory. Such students will be placed on warning, probation, or required withdrawal status, according to the guidelines specified below:

Semester Record	Semester GPA < 2.000	Semester GPA 2.000+
1 D	Probation	Warning/ Probation *
1 E, F, or NC	Probation	Warning/ Probation
More than one unsatisfactory grade	Probation/ Withdrawal	Warning/ Probation

*If a student had an unsatisfactory record in a previous semester.

To be restored to good standing, a student on warning or probation must earn in the following semester a satisfactory record with no incomplete grades. Repeated semesters of unsatisfactory work may lead to required withdrawal for a period of one year. The University may require withdrawal at any time with a student whose academic performance is so profoundly deficient as to suggest an inability to meet academic requirements. Students are informed in writing of any change in academic status.

Involuntary withdrawal from the University occasioned by academic deficiency requires the student to interrupt formal study for a minimum of one year. After that time the Committee on Academic Standing will consider application for readmission. Primary considerations in making readmission decisions are evidence of sustained and productive activity during the period of absence from the campus, evidence of serious academic purpose, and pertinent letters of recommendation attesting to the candidate's readiness to resume formal study. Courses taken for academic credit while on involuntary withdrawal from the University are not eligible for transfer toward the Brandeis degree.

Leaves of Absence and Voluntary Withdrawal from the University

Any degree-seeking undergraduate student who has been in residence for two semesters, and who has a complete and satisfactory record from the preceding semester, is eligible for a leave of absence. A leave of absence is granted for one or two semesters and may be extended once only. Normally, leaves are arranged in advance through the Office of Undergraduate Academic Affairs. On an exceptional basis, personal leave may be granted for a semester in progress, in which case permission must be secured from the Office of Undergraduate Academic Affairs no later than the 20th day of instruction. Students are required to inform the Office of Undergraduate Academic Affairs in writing of their intentions at a specified date prior to the beginning of the term in which they are scheduled to register. Credit will not be granted for academic work taken at other institutions during a leave of absence, except as stipulated in the section titled "Leave of Absence with Credit."

A student wishing to withdraw from the University may do so at any time up to and inclusive of the last day of instruction. Withdrawals requested after the last day of instruction must be approved by the Committee on Academic Standing. When a student withdraws during or at the end of a semester course enrollments are not expunged from his/her record, rather a grade of W ("dropped") is entered for each course. From students who withdraw in good standing, the Committee on Academic Standing will consider applications for readmission after one full semester of absence from the campus. Other students may apply for readmission after one calendar year has elapsed.

Special Academic Opportunities

In order to obtain a leave of absence or to withdraw from the University, a student must consult the Office of Undergraduate Academic Affairs and obtain clearance from all appropriate administrative offices.

Extended Credit

A student who has completed eight semesters of study at Brandeis (or the equivalent in the case of transfer students) and who has earned a minimum of 120 semester-course credits (equivalent to 30 four credit courses) is eligible for Extended Credit status. *This status allows completion of required coursework only.*

Extended credit courses may be taken over the summer (at Brandeis or elsewhere) or during the academic year either at Brandeis with tuition being charged on a per-course basis, or at another university (if the student has not already transferred in the maximum number of courses allowed). *Students who complete their coursework on Extended Credit status are awarded their degrees at the first May Commencement following the evaluation and posting of the extended credit to their academic records.* The award and posting of extended credit is dependent upon the following: prior approval by the Office of the University Registrar of the courses to be taken; grades of the appropriate level (B- for summer courses, C- for courses during the academic year); and the receipt by the Office of the University Registrar of an official transcript from the school where any extended credit courses were completed.

Students who do not meet the above criteria (eight semesters and 120 course credits) are not eligible for this option and must petition for a ninth semester in residence through the Office of Undergraduate Academic Affairs.

Dual Bachelor's/Master's Degree Programs

The four-year Bachelor's/Master's Program is designed to enable exceptional or gifted undergraduates to earn two degrees **simultaneously** during their period of study at Brandeis University. If a student has not completed the requirements for the master's portion of the program at the end of the fourth year then only the bachelor's degree is awarded.

Any program offering graduate study is eligible to offer a four-year dual degree program. At present, participating programs are anthropology, biochemistry, biology, chemistry, classical studies, history, mathematics, neuroscience, physics, and politics.

Requirements for the bachelor's degree, defined by the College of Arts and Sciences, remain unaffected by participation in the program. Students will be eligible for the simultaneous award of the bachelor's and master's degrees if, while completing undergraduate requirements, they can:

A. fulfill a minimum of three years' residence on campus, one of which must be study at the graduate level;

B. submit a master's thesis in departments requiring one (Whether such thesis may also be considered for undergraduate departmental honors may differ among programs, and will be addressed specifically in the program requirements.);

C. complete a total of 38 courses (152 semester-hour course credits), of which at least four must be at the graduate level and not counted toward undergraduate major requirements;

D. complete all other departmental and University requirements that apply to earning a master's degree in the chosen department. Specifically, undergraduates should be aware that B- is the minimal grade that yields progress toward a graduate degree.

A student must make formal written application for admission to this program on forms available at the Office of the Graduate School of Arts and Sciences. This must be done by May 1 of the student's junior year (usually the sixth semester at Brandeis). Transfer students should apply by the fourth semester in residence. (Interested transfer students are advised to consult with their advisors and the Graduate School of Arts and Sciences when they first enter Brandeis in order to plan their course of study.) All applications must include a proposed course

of study, specifying how all degree requirements will be met. Seniors participating in the four-year B.A./M.A. program are not eligible for Senior Reduced Rate status.

Computer science, international economics and finance, and Near Eastern and Judaic Studies offer programs in which the bachelor's degree is conferred at the end of the fourth year, and the requirements for a master's degree are satisfied with one additional year of study. Consult the departments for details.

Independent Interdisciplinary Major

An independent interdisciplinary major offers students with interdisciplinary academic interests the opportunity to pursue a self-designed course of study with the support of appropriate faculty members and the approval of the Undergraduate Curriculum Committee. Independent interdisciplinary major proposals include courses in at least two, and preferably more, departments at the University and form an integrated program focusing on some issue, theme, or subject area not available within the context of existing departmental majors. An independent interdisciplinary major must be declared before the end of the student's junior year.

Additional information and guidance in designing an independent interdisciplinary major may be obtained in the Office of Undergraduate Academic Affairs.

Minors

In addition to a major students have the opportunity to select a "minor." A minor consists of a coherent group of courses defined by a department or an interdepartmental program. Minors are either a limited version of a major, a more specialized subset of a particular field of study, or a structured opportunity to explore areas of study that are interdisciplinary in scope. Completion of the requirements of a minor is noted on a student's transcript. Students must declare their participation in minors and are limited to a maximum of three. The specific requirements of the minors may be found with the departmental or interdepartmental listings in this publication. Pages for these listings are indicated in the list below.

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Undergraduate Research Opportunities

Brandeis offers special opportunities for undergraduates to engage in scholarly research under the guidance of the faculty. Funds are available on a competitive basis to support student research enterprises during the academic year and during the summer months. Further details about research opportunities for undergraduates may be obtained from the Office of the Dean of Arts and Sciences, the Office of Undergraduate Academic Affairs, and the McNair Scholars Program.

Internship for Credit

Internships allow students to apply the liberal arts skills of research, writing, and analysis in work-world situations, thereby enhancing the development of these skills. A credit-bearing internship should have a significant academic component, provide a valuable learning experience for the undergraduate, and make a meaningful contribution to the student's program of study. It should require use of research, writing, and/or analytical skills and include a specific project to be accomplished in the designated time period. Work done for an internship will be unpaid.

Credit-bearing internships are offered by departments with the course number "92" and the course title "Internship and Analysis." Internship courses are subject to the normal enrollment deadlines, but require manual enrollment, which must be done at the Office of the University Registrar. Participation is normally limited to juniors and seniors. A student may not receive credit for more than two such courses.

Expected Components of Academic Year Internships

Students should work the equivalent of at least eight and no more than 15 hours per week for at least 10 weeks of a 13-week semester. Students should complete readings and written assignments considered appropriate by the instructor. Examples of assignments include submission of an annotated bibliography of readings relevant to the work site, several short papers (or one long paper), a journal or log of experiences, and papers completed for the internship. Faculty sponsors meet with interns at least once every two weeks to discuss research methodologies, the bibliography or other assignments, work site experiences, etc. Faculty sponsors and site supervisors should communicate at the beginning, midterm, and end of the semester. The academic work related to the internship should contribute a significant portion of the final grade, but that work performed at the internship may also be included in the grading process. The grade for the internship course is determined solely by the faculty member.

Expected Components of Summer Internships

Credit for a summer internship may be earned during the following fall semester if the internship and appropriate academic work are successfully completed. Students should observe the guidelines established for academic year internships with the following adjustments. Arrangements with the faculty sponsor should be completed prior to the student's leaving Brandeis at the end of the spring term. Students should work the equivalent of at least six weeks and at least 100 hours during the summer internship (e.g., 10 hours per week for 10 weeks, 17 hours per week for six weeks, etc.). Faculty sponsors should meet with students at least six times during the fall semester to supervise readings and written assignments related to the internship. Although work performed at the internship site may be included in the grading process, the internship grade is determined solely by the instructor.

The Hiatt Career Center has established a list of internship sites that offer structured site supervision. Students are encouraged to complete post-internship evaluations at the Center that will then be shared with other Brandeis students seeking internships.

Undergraduate Peer Assistantships for Credit

Peer teaching yields many benefits to undergraduate teachers and learners. The University has established uniform standards for the utilization of undergraduate peer assistants and for the awarding of academic credit for such activities. Opportunities to serve as peer assistants are by invitation and generally limited to juniors and seniors who have demonstrated exceptional academic achievement. Undergraduates serving in this capacity may be compensated for their services or receive one, and only one, semester course credit for their assistance during their Brandeis career. Credit-bearing peer assistantships are enrolled under the course number "94" and the course title Peer Assistantship and are subject to the normal enrollment procedures and deadlines. Peer Assistant courses are offered exclusively on a credit/no-credit grading basis and are not factored into the student's grade point average.



Tufts University School of Medicine Early Acceptance Program

The Tufts University School of Medicine Early Acceptance Program is designed for academically strong undergraduate students who are pursuing a premedical curriculum. Successful completion of this program assures candidates of acceptance to Tufts University School of Medicine after graduation.

Interested candidates apply to the program in the spring of their sophomore year and are expected to have completed at Brandeis two semesters of general chemistry and biology with laboratories and one semester of organic chemistry with a grade point average of 3.50 or better, and a cumulative grade point average of at least 3.50 at the time of application. Students must apply by March 1 and will be notified of their acceptance in July. Accepted students are expected to complete one year of physics, mathematics, English and American literature, and requirements for graduation with a B+ average before entering Tufts University Medical School.

Once accepted to the program, students will have access to a faculty mentoring program at Tufts Medical School, and the opportunity to participate in special seminars. Accepted students will have until August 1 following their sophomore year to accept the offer via

the AMCAS early decision process. If a student does not accept the offer, he or she has not jeopardized the chance to apply to any other medical school. For statistical purposes only, the MCAT is required for accepted students and must be taken prior to matriculation at the medical school.

Columbia University Law School's Accelerated Program in Interdisciplinary Legal Education

Brandeis is affiliated with Columbia University Law School in a special program that allows two outstanding students to gain admission to the Law School after three years at Brandeis. Students must have completed 28 courses, have taken the Law School Admission Test, and have been nominated by Brandeis after a rigorous screening process. Students accepted by the Columbia University Law School will complete their four courses required for the completion of the Brandeis degree during their second and third years at the Law School. They will be awarded the Brandeis B.A. and the Columbia J.D. simultaneously.

Students interested in this program are advised to seek additional information at the outset of their fourth semester in the Office of Undergraduate Academic Affairs.

Columbia University School of Engineering Combined Degree Program

Brandeis University and The Fu Foundation School of Engineering and Applied Science of Columbia University have established a dual degree program whereby students complete three years of coursework at Brandeis University, then spend two years at Columbia University to complete the requirements for an engineering degree. Students admitted to the program and completing it successfully would be awarded a B.A. in physics (or possibly some other science major) from Brandeis University and a B.S. in engineering from Columbia University.

Interested students should consult the program coordinator in the Physics department as soon as possible in order to plan their curriculum to meet Columbia prerequisites. Each engineering department at Columbia has its own set of prerequisites that can be obtained from the program coordinator. Interested candidates must apply to the program prior to January 1 for admission to Columbia University in the subsequent fall semester. Before matriculating at Columbia, a typical physics major would have completed at Brandeis: the General University Requirements and at least the following courses (or equivalents): PHYS 11a,b, 19a,b, 20a,b, MATH 10a,b, 21a,b, 37a; CHEM 11a,b, 18a,b; COSI 11a; and one course in economics. Students should also have earned a grade point average of 3.0 or above. Letters of recommendation from the Office of Undergraduate Academic Affairs and from the program coordinator at Brandeis are also required to apply.

Brandeis Summer School

The Brandeis Summer School offers students a diverse selection of undergraduate courses in two, five-week sessions. Special summer programs on campus and abroad provide students with further opportunities for in-depth study.

The student has the opportunity to enroll in courses to meet University degree requirements, accelerate individual programs of study, work toward a double major, or take enrichment courses. These courses may not be used to meet the minimum residence requirement. The average summer program course has a small student enrollment, generating a rigorous but informal atmosphere for teacher-student interaction.

Of particular interest to students are the strong summer program offerings in the area of premedical education, intensive language study, computer science courses, the wide variety of liberal arts selections, and special programs in which academic work complements practical work experience.

A student may earn credit toward the Brandeis degree for no more than three semester courses in one summer.

For full information, see the *Summer School Bulletin* or contact the Rabb School of Summer and Continuing Studies, 781-736-3424.

Preparation for Professional Training

The College of Arts and Sciences does not design courses of study with specific vocational goals in mind. In pursuing a broad education in the liberal arts and sciences, students develop a firm foundation for subsequent professional education.

Architecture

Architectural schools are looking for solid experience in any major. It is not necessary to major in fine arts. There are several kinds of courses, however, that should be taken: basic calculus and basic physics; basic design, life drawing, and as many other fine arts studio courses as practicable; courses in architectural history; and principles of urban studies and other urban studies courses, if feasible.

In addition, past experience indicates that students should prepare an art portfolio consisting of studies prepared in conjunction with basic design or another studio course. Finally, summer employment in architectural offices, gained on the student's own initiative, remains useful.

Law

Most law schools advise undergraduates to concentrate in what interests them since the later specific legal training will build on the advantages of a sound liberal arts education.

Although there is no prescribed program of study for prospective law school applicants, many concentrate in such social sciences as politics, economics, history, and American studies. Since law schools tend to look for evidence of a rigorous schedule of courses and high verbal competence, a background in logic, the natural sciences, and English is desirable. Although courses from the Legal Studies Program might familiarize the prospective law student with law school material, it is not necessary that such courses be taken as preparation for professional training.

Prospective applicants to law school should consult the Hiatt Career Development Center for law school catalogs and Law School Admissions Test (LSAT) registration materials. Also available in that office is the *Brandeis Prelaw Handbook*, which includes a survey of the experiences of recent Brandeis alumni in seeking admission to law school, as well as a more detailed description of law school application procedures. Several members of the faculty serve informally as advisors to prospective law school applicants. Students requesting a dean's certification should contact the Office of Undergraduate Academic Affairs.

Medicine and Dentistry

The course of study for pre-health professionals at Brandeis is more than simply a collection of required courses. An assistant dean in the Office of Undergraduate Academic Affairs is available for advice and guidance throughout a student's undergraduate career. In the junior year, each student is assigned a faculty member on the Board of Premedical Advisors. These advisors provide ongoing guidance, aid in the application procedure, and participate in the preparation of letters of recommendation.

The basic requirements for pre-health professionals are satisfied by the following courses: two introductory courses (plus laboratory) in general chemistry, organic chemistry, physics, and biology.

A Guide for Premedical Students at Brandeis University, a comprehensive handbook that addresses all aspects of the premedical curriculum and the process of applying to medical schools, is available to all premedical students through the Web at www.brandeis.edu/academaffairs/premed.htm.

Teaching

While the University does not have a major in education, it offers a program that fulfills Massachusetts's requirements for teacher certification and at least partially fulfills those of other states as well. Students interested in preparing for a career as a teacher in preschool, primary, or secondary schools should inform themselves of certification requirements in the state where they plan to work and should consult the Director of the Education Program.

Off-Campus Study

Study Abroad

Brandeis University permits students to apply credits earned if they enroll in specified programs abroad that provide a sound course of study to enrich and enhance the American collegiate experience. Students may receive credit toward their Brandeis degrees through participation in educational programs abroad that have been approved by the Undergraduate Curriculum Committee on the recommendation of the Office of Undergraduate Academic Affairs. This committee may permit eligible students to apply credits earned if they enroll in overseas programs of American universities, or in special cases, to pursue individual programs of study at foreign universities. Over 230 programs in 62 countries have been approved for Brandeis students' participation. The Office of Undergraduate Academic Affairs maintains a resource library of materials on approved programs and offers counseling to undergraduates interested in enriching their Brandeis experience with a period of international study. Eligibility criteria include appropriate class standing (usually junior), good academic standing, a minimum 2.800 GPA, the approval of the major department, and a plan for completing all Brandeis degree and major requirements within eight semesters.

Credit for work completed abroad will be accepted from those programs previously approved for overseas study by Brandeis University, or from programs that receive special approval from the Undergraduate Curriculum Committee according to University guidelines. Such transfer of course credits will not necessarily imply that the work will be accepted for major credit by individual departments. In order to receive credit for work done abroad students must return to Brandeis for at least one semester at an eligible rate of work.

Outstanding students may apply for a limited number of special scholarship grants to aid them in completing their program of study abroad. The Abram L. Sachar International Fellowship Program awards stipends for international study to exceptional students who plan to study abroad in the junior year, or who are graduate students undertaking pre-dissertation or dissertation research abroad. The Saul Epstein-Meyer Schindler Endowment for overseas study provides additional funding for humanities students, while the Helen Ke Scholarship provides funding for students studying abroad in China. These programs are competitive;

awards are made on the basis of academic excellence and financial need. The Office of Undergraduate Academic Affairs provides information and assistance in applying for the Sachar scholarships, as well as for overseas study grants available through the Fulbright, Rhodes, Marshall, and DAAD competitions.

University College London—Brandeis University Affiliation

University College London offers up to five places annually to Brandeis University juniors who have been selected by the Office of Undergraduate Academic Affairs as academically well qualified for a full year of study in London. Final admissions decisions are made by University College London. Those Brandeis students who are admitted through the official affiliation process will receive a reduction in the cost of tuition and may use Brandeis financial aid awards as appropriate.

University College London is the oldest and largest constituent college of the University of London consortium. It is located in the heart of the city, not far from the British Museum. Brandeis students are fully integrated into the academic and social life of the college.

Biosphere 2 Center—Brandeis University Affiliation

Columbia University's Biosphere 2 Center offers up to four places per semester to Brandeis University students who have been selected by the Office of Undergraduate Academic Affairs as academically qualified for study in Arizona. Final admission decisions are made by Biosphere. Those Brandeis students who are admitted through the official affiliation program may use Brandeis financial aid awards as appropriate.

Columbia University's Biosphere 2 Center is a research facility that is home to a tropical rainforest, savanna, ocean, desert, estuary, and agricultural center. The program offers course work for science and nonscience concentrators with an interest in earth systems and concern for the environment.

Leave of Absence with Credit

Students in good standing may petition for a personal leave without credit, a leave to study abroad with credit, or a domestic leave of absence with credit. Other sections of the *Bulletin* are devoted to leave of absence without credit and study abroad. This section deals exclusively with domestic credit-bearing leaves of absence. To qualify for full credit transfer upon return, a student on credit-bearing leave status must work at a full rate of work as defined by the host institution and earn grades of at least a C-. Applicants must be in good standing; must have a complete and satisfactory record in the most recent semester of Brandeis study; must have completed at least two semesters at Brandeis; and must have compelling academic reasons. Only in exceptional cases may the senior year be spent on leave of absence with credit. No more than one course in a full course load may be taken in a subject area that will not transfer to the Brandeis degree.

Proposals for domestic leave of absence with credit must be submitted prior to the period of leave, contain a detailed course of study for one or two semesters of full-time work of demonstrable academic merit; bear the approval of the applicant's faculty advisor; and develop a feasible plan for satisfying all degree requirements by the expected graduation date.

Complete information on the regulations governing this program and assistance in preparing proposals may be obtained from the Office of Undergraduate Academic Affairs.

Cross-Registration

Full-time Brandeis students enjoy cross-registration privileges with Babson, Bentley, and Wellesley Colleges, and with the undergraduate schools of arts and sciences at Boston College, Boston University, and Tufts University. Under this program students may earn credit toward the Brandeis degree without payment of additional tuition through satisfactory completion of courses taken on these neighboring campuses. A cross-registration course may be the fourth or fifth course in a student's program—a student must be enrolled in a minimum of 12 credit-hours in Brandeis courses to be eligible to cross-register. Cross-registration courses do not count toward the 16 courses required for residency. Cross-registration courses and grades appear on Brandeis transcripts. Grades earned in cross-registered courses are not used in the calculation of the grade point average. Additional information may be obtained from the Office of Undergraduate Academic Affairs.

The Graduate School of Arts and Sciences

Summer School Credit

A student may attend daytime summer schools conducted by accredited colleges and universities for credit toward the bachelor's degree. In order to be assured that credit will be granted upon satisfactory completion, students should obtain approval in advance from the Office of the University Registrar. Normally, courses must be taken at summer programs of at least six weeks in duration; however, the Committee on Academic Standing may approve for credit selected programs with a minimum of 37 contact hours and five weeks in duration. For summer work taken at institutions other than Brandeis, only grades of B- or higher will receive credit. A student may earn credit for no more than three semester courses in one summer.

Field Study

During junior or senior year, undergraduates may undertake a substantial research project in certain majors in lieu of four semester courses. Research may be conducted either on campus or in the field—execution of the project may involve prolonged absence from the Brandeis campus—at another institution, government agency, etc. The field study project must have the approval of the student's department of major. The project will be supervised by a faculty advisor assigned by the department, and a second member of the faculty will participate in evaluation of the student's work and the assignment of a grade. Work in the project may occupy a full semester or it may be of two semesters' duration. In the latter case, the two semesters must be consecutive. Students may receive no more than four semester-course credits for field study, and may offer no more than two semester-course credits from the field study course toward the department's major requirements. Interested students should explore the possibility of field study in their majors with a faculty member in their major department. Through affiliation with the School for Field Studies, up to four semester course credits may be earned for work at one of five environmentally oriented study centers abroad.

History and Organization

The Graduate School of Arts and Sciences was formally established in 1953 when the University's Board of Trustees authorized graduate study in the Departments of Chemistry, Music, Psychology, and Near Eastern and Judaic Studies. The general direction of the Graduate School is vested in a Graduate Council of the Faculty comprised of the President and the provost, ex officio; the dean of arts and sciences; and one representative, usually the chair, of each of the several University departments and programs offering graduate instruction. The members of the Graduate Council are appointed by the President on the recommendations of the dean of arts and sciences. The functions of the Graduate Council, exercised in consonance with University policy, are to determine requirements for admission; provide programs of study and examination; establish and maintain requirements for graduate degrees; make recommendations for degrees; make recommendations for new areas of graduate study; lay down such regulations as may be considered necessary or expedient for governing the Graduate School; and exercise a general supervision over its affairs. The dean of arts and sciences is the chair of the Graduate Council and the chief executive officer of the Graduate School.

Objectives

The underlying ideal of the Graduate School is to assemble a community of scholars, scientists, and artists, in whose company the student-scholar can study, research, and teach as an apprentice. This objective is to be attained by individualizing programs of study, restricting the number of students accepted, maintaining continual contact between students and faculty, and fostering the intellectual potential of each student. The graduate programs are designed to educate broadly as well as train professionally. Degrees are granted on the evidence of intellectual growth and development, rather than solely on the basis of formal course credits. Fulfillment of the minimum requirements cannot, therefore, be regarded as the sole requisite for degrees.

Areas of Graduate Study

During the academic year 2002-03, graduate programs will be offered in the following areas:

1. American History
2. Anthropology
3. Anthropology and Women's Studies
4. Biochemistry
5. Biophysics and Structural Biology
6. Chemistry
7. Classics
8. Comparative History
9. Computer Science
10. English and American Literature
11. English and American Literature and Women's Studies
12. Genetic Counseling
13. Jewish Communal Service
14. Jewish Communal Service and Management of Human Services (Heller School)
15. Jewish Communal Service and Near Eastern and Judaic Studies
16. Mathematics
17. Molecular and Cell Biology
18. Music
19. Near Eastern and Judaic Studies
20. Near Eastern and Judaic Studies and Sociology
21. Near Eastern and Judaic Studies and Women's Studies
22. Neuroscience
23. Physics
24. Politics
25. Politics and Social Policy (Heller School)
26. Psychology
27. Sociology
28. Sociology and Social Policy (Heller School)
29. Sociology and Women's Studies
30. Teaching of Hebrew
31. Theater Arts

The Graduate School also offers post-baccalaureate programs in studio art and premedical studies, as well as a diploma in Jewish studies and an Artist's diploma in music. There are also joint degree programs for Ph.D. students at the master's and doctoral levels.

Graduate School

The Graduate School office is located on the second floor of Kutz Hall. All requests for information and application forms should be addressed to the Graduate School of Arts and Sciences, Brandeis University, Mailstop 031, P.O. Box 549110, Waltham, MA 02454-9110.

Admission

As a rule, only well-qualified applicants who have completed at least the normal four-year program leading to the bachelor's degree will be considered for admission to the Graduate School. Graduates of foreign schools and others who have completed the equivalent of a bachelor's degree program may apply, describing in detail the educational program they have completed.

Testing

Applicants for admission to the graduate programs in American history, anthropology, biochemistry, biophysics and structural biology, chemistry, comparative history, English and American literature, genetic counseling, Jewish communal service, mathematics, molecular and cell biology, neuroscience, physics, politics, and psychology must submit official results of the Graduate Record Examination (GRE). Applicants to the Jewish communal service program may submit the official results of either the GMAT or the Miller Analogies Test in lieu of the GRE. All other applicants are urged to take the GRE. Consult specific programs for additional test requirements. In order for the results of the GRE to be considered, the applicant should take the examination no later than January preceding the academic year for which application is made. Information concerning the GRE is available from the Educational Testing Service, Princeton, NJ 08541-6155.

Applicants whose native language is not English, regardless of the field of graduate study, are required to submit the official score of the Test of English as a Foreign Language (TOEFL). The minimum score for admission to the Graduate School is 600 (paper based test) or 250 (computer-based test). They are also advised to take the Test of Written English (TWE) and Test of Spoken English (TSE) unless English is their first language. Applications for admission to the test should be made to TOEFL, Educational Testing Service, Princeton, NJ 08541-6155, USA.

Application

Specific requirements for each graduate program are to be found under the appropriate headings in this *Bulletin* and on the information sheet with the application. Each applicant should consult these requirements before filing an application. Except in unusual circumstances, a student may apply to only one graduate program. An applicant should write to the Graduate School of Arts and Sciences, stating which program of study he or she wishes to enter. A *Guide to Graduate Admissions* with appropriate forms will be forwarded to the applicant. Applicants may download the Application for Admission from the University Website; they may also apply electronically from the Website. The **Application for Admission** should be completed and returned in duplicate as soon as possible.

Applications for admission for the spring term should be filed by December 1. Ph.D. candidates are rarely admitted at midyear, and those who do gain admission are eligible for financial aid. Master's candidates may be admitted and are eligible for financial aid.

All applicants must arrange to forward, in duplicate, official transcripts of all undergraduate and graduate work. In addition, they must submit at least two letters of recommendation, preferably from professors with whom they have studied in their proposed area of study. Applicants who have engaged in graduate study elsewhere should request at least one of the recommendations from a professor with whom they have done graduate work.

Many programs also require the submission of samples of work as well as the materials described above. Applicants should consult program requirements in a later section of this *Bulletin* for enumeration of additional materials to be submitted.

All applications must be accompanied by the application fee of \$60. The fee is payable by check or money order to Brandeis University. The fee for applications submitted on the Internet via our Website, payable by credit card, is \$50. **No application will be processed until this fee is paid.** There is a one-time fee waiver for Brandeis students, alumni, and staff.

Admission Procedure

All applicants are considered on a competitive basis. The number of students admitted each year in each program is limited so that the Graduate School may operate effectively under its distinctive principles of individualized study and apprenticeship. Consequently, admission may sometimes be denied to qualified persons. Meeting the minimum standards of admission merely qualifies the applicant for a place in the group from which final selections will be made. Selections are based on the applicant's ability to do graduate work of high quality, as shown by the distinction of his or her previous record, particularly in the proposed area of study; the letters of recommendation submitted in support of the application; and his or her presumed adaptability to the particular graduate programs offered by Brandeis University. In addition, knowledge of foreign languages, relevant practical experience in the field, samples of work, the results of the GRE, and indications of character are considered.

Each application for admission with all supporting records is first examined by the appropriate program committee. The committee recommends to the dean of arts and sciences which applicants should be selected for admission and financial aid. The dean reviews all applications in the light of the program's recommendations.

Acceptance

A student who has been accepted for admission to the Graduate School will be notified by a letter specifying the date by which he or she must accept the offer of admission and awards, if any. A matriculation fee of \$300 must be filed by each master's degree, certificate, or diploma applicant upon notification of acceptance. This fee reserves a place in the class and is credited toward the first semester tuition bill. If the student fails to enroll or withdraws his or her application, the matriculation fee is not refunded. If a student selected for admission indicates that he or she does not intend to accept the offer or fails to reply by the date specified, the admission offer becomes void and another applicant may be accepted.

International Students

Brandeis University subscribes to the "Resolution Regarding Scholars, Fellows, Trainees, and Graduate Assistants" of the Council of Graduate Schools in the United States. The resolution states:

Acceptance of an offer of financial support (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor. In that context, the conditions affecting such offers and their acceptance must be defined carefully and understood by all parties. Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

Students must provide the Graduate School office with an official final transcript of their undergraduate record and, if required by the graduate program, any graduate work in process at the time of acceptance. In addition, students who are accepted are **required to complete and return a medical questionnaire and a health insurance form**. Registration is conditional upon receipt by University Health Services of these required forms.

If, after having been admitted, a student cannot attend, he or she should notify the Graduate School as soon as possible. If such a student wishes to be admitted in a subsequent academic year, he or she must request reactivation of the application at the appropriate time, and update it with a new statement of purpose and official transcripts, if applicable.

Applicants who have been denied admission may reapply in a later year, particularly if they have had further training that would strengthen their applications or if they can submit additional letters of recommendation.

Academic Standing

Admission is valid only for one academic year. Graduate programs review students' academic progress annually. Satisfactory academic progress in a program also involves maintaining the professional and departmental standards expected in a particular discipline or program. Academic insufficiency or failure to make suitable progress toward the degree may require withdrawal. A student's record is reviewed annually and recommendations for readmission are made by the graduate programs. Admission to the Graduate School does not imply that the successful applicant will be accepted as a candidate for a graduate degree. Superior performance at Brandeis University is essential.

Graduates of international colleges and universities who have the equivalent of an American bachelor's degree and international students who have graduated from American universities may compete for admission and financial assistance at Brandeis, which is authorized under federal law to enroll nonimmigrant alien students.

Entrance Examinations

All applicants whose native language is not English must submit the official score of the Test of English as a Foreign Language (TOEFL). Thorough competence in English is required for study at Brandeis. Applicants should consult specific programs for additional test requirements. For information concerning the administration of the TOEFL, write to the Educational Testing Service, Princeton, NJ 08541-6155.

Financial Aid

Financial aid in the form of scholarships and fellowships is available to outstanding Ph.D. students. Limited tuition grants are available on the basis of need to master's degree students, however, the total assistance offered usually covers only a small portion of the student's expenses. Hence master's degree students, when applying for admission, should indicate a means of financial support.

Employment

The regulations of the United States Immigration and Naturalization Service limit the amount of paid work that a student from abroad may do. The International Students and Scholars Office will provide further information regarding this issue.

Requirements for the Degree

The following general requirements apply to the awarding of graduate degrees in all areas of study. For specific program requirements students should consult the appropriate section of this *Bulletin*. Requirements for post-baccalaureate certificate and diploma programs are listed in the relevant program sections of this *Bulletin*.

Master of Arts and Master of Science

In order to qualify for a master's degree, the student must complete a minimum of one year's residency at Brandeis University, ordinarily computed as eight term courses of approved study. Some programs require a two-year residency. Please consult the appropriate program for detailed information. Programs offering master's programs may require that the candidate demonstrate a reading knowledge of at least one foreign language and pass satisfactorily a general or qualifying examination which, at the program's discretion, may be in one or more parts and may be written, oral or both. Where a thesis is required for the master's degree, two copies must be submitted to the program chair in final form by the date specified in the current academic calendar.

The master's degree must be earned within four years from the inception of graduate study at Brandeis University.

Master of Fine Arts

In order to qualify for the degree of Master of Fine Arts in Music, the candidate must complete a two-year residency at Brandeis University, ordinarily computed as 12 term courses at the graduate level, and must meet the specific requirements for the degree as set forth under "Music," *Requirements for the Master of Fine Arts Degree*, in a later section of this *Bulletin*. Two copies of the thesis or composition must be submitted to the program chair in final form by the date specified in the current academic calendar.

In order to qualify for the degree of Master of Fine Arts in Theater Arts, the candidate must complete a two-year residency in dramatic writing, or a three-year residency in design and acting, and meet the specific requirements for the degree as outlined under "Theater Arts," *Requirements for the Master of Fine Arts Degree*, in a later section of this *Bulletin*. Students enrolled for specialization in dramatic writing must submit two copies of a play in final form in lieu of a thesis.

The Master of Fine Arts degree must be earned within five years from the inception of graduate study at Brandeis University.

Doctor of Philosophy

In order to qualify for the degree of Doctor of Philosophy, a student must ordinarily complete a minimum of four years of graduate study, including three full years of residence and a fourth year devoted to the preparation of a doctoral dissertation. Under certain conditions, credit for advanced standing will be granted for work taken in residence in graduate schools of other universities. Each program reserves the right to require prospective candidates for the degree to perform work in excess of its minimum standards to assure thorough mastery of the area.

Prospective candidates may be required to demonstrate proficiency in at least one foreign language. In all areas of study the student must satisfactorily pass a general or qualifying examination which, at the program's discretion, may be in one or more parts and may be written, oral, or both. In addition, all prospective candidates must write a doctoral dissertation and defend it in a Final Oral Examination.

Each student will have the opportunity to develop skills as a teacher through close supervision of progressive pedagogic experiences by assisting or teaching a course(s), as appropriate. Participation in ongoing discipline-specific as well as skill-specific training through department and school wide seminars during a student's

teaching apprenticeship in the Graduate School of Arts and Sciences is expected.

To be eligible for the Ph.D. degree, the student must (1) complete all course, residence, and teaching requirements, (2) pass all language and qualifying examinations, (3) have written and successfully defended the doctoral dissertation, and (4) be otherwise in good standing.

Students entering Brandeis University with no previous graduate work must earn the doctorate within eight years from the inception of study. Students who are granted credit for a year of graduate work completed elsewhere must earn the degree within seven years from the inception of their study at Brandeis.

Students who have passed the terminal point for the degree must apply to the Graduate School for an extension no later than the final semester prior to the expiration of their time to degree.

Language Requirements

There is no University requirement for foreign language competency at either the master's or doctoral level.

Each program determines which languages are acceptable as satisfying its foreign language requirement. Some programs may not require foreign language competency, while others may set requirements that will vary within the subfields offered by those programs. In programs where languages are required, students are expected to satisfy the requirement as soon as possible.

For specific requirements of each program, consult the program listing in this *Bulletin*.

Joint Degrees

Interdisciplinary in design, the joint M.A. degree in women's studies and a discipline aims to give M.A. and Ph.D. students a solid grounding in their discipline-specific program while offering them the tools with which to incorporate women's studies into their areas of research. This joint master's option, which may be pursued as a terminal degree or along the way to the Ph.D., is available in several programs that are listed in the women's studies section of the catalog. Consult the relevant sections of this *Bulletin* regarding the joint Ph.D. degree programs in NEJS and sociology, politics and social policy, and sociology and social policy.

Students who are interested in designing a joint Ph.D. degree in two doctoral programs within the University may do so by petitioning the graduate school with their proposed program of study early in their graduate career. The admissions committees for both programs must approve the petition. It is understood that the student must satisfy all the requirements of both programs and defend one dissertation before a defense committee comprised of faculty from both programs. Students should consult the associate dean of graduate education for more specific information about applying for a joint doctoral degree.

Degrees in Passing

Students enrolled in a Ph.D. program are allowed to apply for a master's degree within that program if they have satisfied all the requirements for the particular master's degree. Students are limited to only one master's degree in passing. Students may not apply for a master's degree in passing if they already hold a master's degree from the University, unless there is no overlap (double counting) in the terms used to fulfill the residency requirements for the two degrees.

Application for Graduate Degrees and Post-Baccalaureate Certificates and Diplomas

Candidates for graduate degrees, certificates, and diplomas must file an application with the University Registrar per the specified dates in the academic calendar in the year in which the degree, certificate, or diploma is to be awarded. Upon written recommendation from a candidate's program or committee that the application be approved, the record will be reviewed by the Graduate Council, which recommends the student to the University's Board of Trustees for the award of the degree, certificate, or diploma. Post-baccalaureate certificate candidates must have a minimum of a B- grade point average to be eligible for a certificate. In case of failure or withdrawal from candidacy in any year, the student must reapply by filing a new application in a later year.

Under special circumstances, a student in the Post-Baccalaureate Studio Art Program may be given permission to return for continued studies. In this instance, the student would receive the certificate at the end of his or her extended course of study.

Dissertation and Final Oral Examination

When a student is ready to write the doctoral dissertation, a dissertation reading committee of no fewer than three faculty members, at least one of whom is a tenured member of the faculty and one of whom is outside of the student's program, will be appointed by the chair of the student's program. The student's principal advisor will serve as the chair of this committee. The dissertation reading committee will guide the research for and preparation of the dissertation. This committee, with the approval of the associate dean for graduate education and of the chair of the student's program, will appoint a dissertation examining committee to preside over the student's Final Oral Examination and will notify the candidate of the time and place of the Final Oral Examination at least two weeks prior to the scheduled date of the examination. Two copies of the dissertation, as well as an abstract of no more than 350 words, should be submitted to the dissertation reading committee for approval. The style and format of the dissertation is determined by each program.

The dissertation, when approved by the readers, must then be deposited in the program office where it will be available for inspection by all interested members of the faculty for at least two weeks prior to the Final Oral Examination.

The program will publish the time and place of the candidate's Final Oral Examination and the title of the doctoral dissertation. The Final Oral Examination will be open to any member of the faculty engaged in graduate instruction and invited faculty members from other institutions.

The dissertation examining committee, approved by the program chair and the associate dean for graduate education, must be comprised of a minimum of three faculty examiners, at least one of whom shall be a tenured member of the faculty and one of whom shall be from a graduate program outside the student's own, in a related area. The latter may be a faculty member from another university.

The examination may be restricted to a defense of the dissertation or may cover the whole field of the dissertation. The candidate will be notified by his or her program of responsibility for coverage prior to the examination.

A report, signed by the dissertation examining committee, certifying the candidate's successful performance on the Final Oral Examination, will be submitted to the University Registrar.

If the dissertation examining committee requires substantial revisions of the dissertation text, the revisions must be completed and accepted by the committee within six months of the dissertation defense, otherwise the dissertation must be redefended.

Academic Regulations

Deposit and Publication of Dissertation

No later than the dates specified in the current academic calendar for February and May degrees, the candidate must deposit in the Graduate School office one copy of the finished dissertation in a state suitable for microfilm and Xerox publication. The dissertation must have the signed approval of the dissertation supervisor and readers. The original, hardbound, will be returned to the students along with a xerographic softbound copy. Softbound copies will also be distributed to the department and to the library. The library will also receive a microfiche copy. The University has a policy of depositing dissertations in the Brandeis libraries and making them available to students and scholars for research purposes. The candidate must also submit one copy of an abstract of the dissertation, not to exceed 350 words, that has been approved by the dissertation supervisor.

Detailed instructions for submitting dissertations are available from the Graduate School office. See also the statement in this *Bulletin*, under "Fees and Expenses," on the final doctoral fee.

Registration

Every resident, post-resident, and continuation student must register at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University.

Program of Study

Before enrolling, the student should plan a program of study in consultation with the chair or graduate advisor of the program.

Graduate students may not register for an undergraduate course (numbered below 100) for degree, certificate (except in premedical studies), or diploma credit unless they complete a special petition available in the Office of the University Registrar, which requires the signatures of the instructor of that course and their program chair or graduate advisor. Credit will not be given for undergraduate courses taken to make up deficiencies in the student's preparation for a program of graduate studies. Ordinarily a student may not receive credit toward completion of degree or residence requirements for courses undertaken to aid in the completion of language requirements. Students wishing to drop a full-year course at midyear must complete a special petition available in the Office of the University Registrar, which requires the signatures of the instructor of the course and the chair of their program.

At the end of telephone registration (see "Academic Calendar" for specific date), all course enrollments are considered to be final.

Auditing Courses

The privilege of auditing courses without fee is extended to all regularly enrolled, full-time graduate students except Special Students. Special Students may audit courses by paying for them at the same rate as those taken for credit. No courses may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

Change of Program

Students are allowed to drop courses after the end of telephone/web registration. To do so, a program change form is obtained from and returned to the Office of the University Registrar. Courses must be dropped no later than one week prior to the beginning of an examination period.

Absence from Examinations

Students who are absent from a midyear or final examination without an accepted excuse will receive a failing grade for that examination. No students may be excused from such examination unless for emergency or medical reasons, nor may they be excused if they were able to notify the instructor in advance and failed to do so. Cases involving absence are referred to the chair of the program who will decide whether a make-up examination shall be allowed and will notify the Office of the University Registrar of the decision. The examination must be taken within six weeks of the opening of the next term.

Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses in which grading is possible. In readings or research courses, if a letter grade cannot be given at the end of each term or academic year, credit (CR) or no credit (NC) may be used.

NC and any letter grade below B- are unsatisfactory grades in the Graduate School. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit. Post-baccalaureate and diploma students must have at least a B- average to be eligible for the certificate or diploma.

At the end of each academic year the Office of the University Registrar issues to each student a formal grade report.

Incompletes

A student who has not completed the research or written work for any course may receive an EI (incomplete) or a failing grade at the discretion of the course instructor. A student who receives an EI must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course and a letter grade. An incomplete, unless given by reason of the student's failure to attend a final examination, must be made up no later than the end of the term following the term in which it was received. When failure to take a final examination has resulted in an EI, resolution of that EI to a letter grade must occur within six weeks of the beginning of the next term. An EI that is not resolved within the stated time limits will automatically become a permanent incomplete (I). A student may petition the associate dean for graduate education for a change in a permanent incomplete, provided the petition is signed by the instructor of the course and the program chair.

Credit for Work Done Elsewhere

Graduate-level courses taken prior to matriculation at Brandeis may not be applied to reduce a one-year residence requirement for the Master of Arts or Master of Science degree, although a program may accept work taken elsewhere in partial fulfillment of specific course requirements for the degree. In that case, additional courses are designated to replace courses from which the student has been exempted. The post-baccalaureate and diploma programs do not accept transfer credit.

A maximum of one term of residence credit for graduate-level courses may be counted toward fulfillment of the residence requirements for the Master of Fine Arts degree and for the master's degree programs that have a two-year residence requirement.

Students admitted to Ph.D. programs may file an application to have graduate-level courses counted toward fulfillment of residence requirements at this institution. A maximum of one year of residence credit may be granted.

Applicants for transfer credit will not necessarily be granted the credit requested. Each program reserves the right to require of any student work in excess of its minimum

standards to assure thorough mastery of the area of study. In all cases, courses being transferred must carry a grade of B or better and must have been earned at an appropriately accredited institution.

After completing one term of residence at a full-time rate or the equivalent at a part-time rate, students eligible to apply for transfer credit may do so. Forms are obtained from the Office of the University Registrar and submitted to the student's program for approval. The form is then returned to the Office of the University Registrar.

Credit for work at another institution taken concurrently with studies in the Graduate School must be approved for potential transfer credit by the student's program and the associate dean for graduate education prior to registration for such courses. Such approval is granted only in unusual circumstances and such credit does not count toward the residency requirement. Students enrolled in the five-year B.A./M.A. program are not eligible to count such credit toward the residency requirement. Students who formally cross-register with Boston College, Boston University, or Tufts University through the consortium do not need prior approval from the dean's office nor is it required for coursework at the Graduate Consortium for Women's Studies at Radcliffe College.

Residence Requirements

Residence requirements for all graduate degrees are computed by determining the amount of registration for credit and the tuition charges. Part-time students pursuing part-time programs of study for credit complete their residence requirements when their fractional programs (one-quarter, one-half, three-quarters) total the amount required of a full-time student.

Master of Arts and Master of Science

The minimum residence requirement for most master's degree students is one academic year in a full-time graduate credit program at the full tuition or the equivalent thereof in part-time study. A few programs have a two-year residency requirement so consult specific programs for this information. Transfer credit may not normally be applied to residence requirements for the M.A. and M.S. degrees.

Master of Fine Arts

The minimum residence requirement for all M.F.A. students in music is four terms at a full-time rate, at the full tuition rate for each term, or the equivalent thereof in part-time study. Residence may be reduced by a maximum of one term with approved transfer credit.

The minimum residence requirement for dramatic writing in theater arts is four terms at the full tuition rate or the equivalent thereof in part-time study. The minimum residence for students in design and acting is six terms at the full tuition rate or the equivalent thereof in part-time study. Residence may be reduced by a maximum of one term with approved transfer credit.

Doctor of Philosophy

The residence requirement for all students is three academic years in a full-time graduate credit program for each year, at the full tuition rate for each year, or the equivalent thereof in part-time study. A maximum of one year's approved transfer credit may be granted toward residence for the Ph.D. degree.

Full-Time Resident Students

A full-time student is one who devotes the entire time, during the course of the academic year, to a program of graduate work at Brandeis University.

A full-time program may include a combination of teaching and research assistance, other work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive, and final examinations; supervised reading and research; and Ph.D. dissertations, as well as regular course work.

A full-time resident student may take as many courses for credit in any term as are approved by the program chair, but no student may receive credit for, or be charged for, more than a full-time program in any term. Thus the minimum residence requirement for any degree may not be satisfied by an accelerated program of study or payment of more than the full-time tuition rate in any single academic year.

Part-Time Resident Students

A part-time student is one who devotes less than the entire time to a program of graduate work at Brandeis University. Students may register for a credit program of one-quarter, one-half, or three-quarters time.

Students receiving financial aid from the University, who wish to change their status from full-time to part-time residency, must file with the Graduate School office an explanation of why full-time study is no longer possible.

Post-Resident Students

A graduate student who has completed residence requirements and who needs to utilize the full range of academic services and University facilities while completing degree requirements is a post-resident student and should register for CONT 500a/b, or the appropriate courses required to complete their programs.

Continuation Students

A graduate student who has completed all degree requirements except the dissertation is eligible for continuation status. A student in this category may enroll on either a half-time basis or a full-time basis, and is eligible for University health insurance, borrowing privileges in the Library, a computer account, use of gym facilities, and purchase of a parking sticker. They are not normally eligible for fellowships or for leaves of absence, except for health reasons.

Continuation students must enroll before the end of registration period each semester in either CONT 510a/b (half-time status) or CONT 520a/b (full-time status). For questions regarding these enrollments please contact the Office of the University Registrar. International students must enroll in CONT 520a/b (full-time status). Please contact ISSO (International Students and Scholars Office) if there are special circumstances.

Post-Baccalaureate Students

A post-baccalaureate or diploma student is a graduate student who is working in an approved course of study. Normal tuition charges apply; see the fees and expenses section for program-specific fees.

Post-baccalaureate or diploma programs may not be pursued concurrently with other formal degree work. Students who subsequently become candidates for graduate degrees are subject to the Graduate School's policy regarding transfer credit towards graduate degrees.

Special Students

Properly qualified applicants who wish to audit or to take courses without working for a degree may be admitted. Special Students are normally not eligible for University loans, scholarships, fellowships, or teaching or research assistantships. Special Students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. They must also file a special petition if they wish credit to be accepted for any courses taken at Brandeis as Special Students. Credit for such course work may be granted in exceptional cases. Normally, no more than two courses taken for credit may be transferable if the student is admitted to either the master's or doctoral program.

Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of the chair of the program and the Graduate School. Leaves of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons. Returns from leave may be subject to conditions established at the inception of the leave. Time spent on authorized leaves of absence will not be counted toward the maximum time permitted to complete degree requirements.

If, for any reason, a student must extend a leave of absence, he or she must request such an extension in writing before the leave of absence expires. Failure to do so will result in involuntary withdrawal from the Graduate School. Students who extend their leaves of absence beyond one year may lose departmental funding. Should a student wish to return, the student will be considered for funding as part of the department's entering cohort of students.

Leave of Absence with Credit

Students enrolled in a Ph.D. or master's program with a two-year residency may apply to study abroad with credit. While this option does not affect the current regulation concerning the maximum amount of transfer credit for work done elsewhere, it does allow a student to receive transfer credit after matriculation.

To qualify for transfer credit upon return, a student must submit to his or her program prior to studying abroad a list of proposed courses to be approved by the graduate program chair. The courses must be at the graduate level and constitute a full-time course load. Since the University Registrar must certify full-time status for purposes of loan deferment and federal loan eligibility, the application must include documentation related to the formulation of full-time status at the host school as well as the name of the contact person at the host school. To receive credit upon return, a student must earn grades of at least B and submit an official transcript along with the Transfer for Credit petition to the Registrar's office.

Degree Pending

This designation applies to graduate students who have completed all degree and/or certificate requirements. Master's and Ph.D. students who have completed final defense of the thesis or dissertation, with only minor revisions remaining are also eligible for this status. Students in this category are not eligible to use any academic services or University facilities nor are they eligible for student loans or loan deferments. Students normally remain in this status for one semester only.

Withdrawal

A student who wishes to withdraw voluntarily from the Graduate School during a semester must do so in writing to the program chair and the Graduate School on or before the last day of instruction in the term. Failure to notify the University in writing of a withdrawal may subject the student to loss of eligibility for refunds in accordance with the refund schedule outlined in the fees and expenses section. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the University or has not made financial arrangements satisfactory to the Bursar.

Fees and Expenses

Students who are obliged to register and fail to do so by the appropriate deadline or who fail to pay their bill will be administratively withdrawn. They may be readmitted (see below) for study in a subsequent term, but not for the term in which they were withdrawn for failure to register. Belatedly fulfilling financial obligations will not negate the effects of administrative withdrawal.

Readmission

A student who has not been enrolled in the Graduate School for more than one year and who did not obtain a leave of absence should file an application for readmission and will be charged the readmission fee. The student's graduate program will determine in each case whether a student should be readmitted. If the program's requirements have changed during the student's absence or the student is not deemed current in his or her field of study, the program may require the student to repeat or supplement previous academic requirements including foreign language or qualifying exams. When a student is reinstated, he or she will be informed of current status regarding credits and time to degree.

Graduate Cross-Registration

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Boston College, Boston University, Tufts University, or the Graduate Consortium in Women's Studies at Radcliffe College. Information on courses for cross-registration at each of the host institutions is available at the Graduate School office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a registration permit from the Office of the University Registrar and should present this permit to the Office of the University Registrar of the host institution.

Payment of tuition and other fees is due on August 2, 2002, for the fall semester and January 3, 2003, for the spring semester. A student who has not paid such fees by the day of registration will be refused the privilege of registration.

The monthly payment plan allows the year's charges to be paid in 10 equal monthly installments. Academic Management Services (AMS) has contracted with Brandeis to administer the monthly payment plan. The application and a nonrefundable handling fee of \$100 must be returned to AMS by July 15, 2002. For any applications returned by July 15, 2002, the payment plan electronic withdrawals will begin on August 1, 2002.

Contact the bursar's office for further information.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal, and refusal of a transfer of credits or issuance of an official transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the student loan office and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree, certificate, or diploma candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

Application Fee: \$60 or \$50 online.

Payable by all applicants for admission at the time the application for admission is submitted. It is not refundable. Checks and money orders should be made payable to Brandeis University. No application for admission will be processed until this fee is paid. There is a one-time fee waiver for Brandeis students and alumni.

Matriculation Deposit: \$300.

Payable by a master's degree, certificate, or diploma applicant upon notification of acceptance. This fee reserves a place in the class and is credited toward the first semester tuition bill. If a student fails to enroll or withdraws his or her application, the matriculation deposit is forfeited.

Tuition Fees

The fees for tuition in the Graduate School for 2002-03 are as follows:

Full-time resident students: \$27,345 per year, or \$13,672.50 per term.

Post-resident students: \$1,709 per year.

Continuation Fee: \$855 per year.

Post-baccalaureate studio art students and Artist Diploma students: \$13,672.50 per year.

Special Students, post-baccalaureate premedical students, and part-time resident students: \$3,418 per course, per term.

In view of the constantly increasing costs of education, students may expect one or more tuition increases during their academic careers.

Post-Baccalaureate Program Fees

Medical school application processing fee: \$50, one-time fee payable on entrance.

Studio art program: \$760 per year.

Orientation Fee: \$35.

A one-time fee payable by students entering for the first time.

Technology Fee: \$160 per year.

Final Doctoral Fee: \$325.

This fee covers all costs for the year in which the Ph.D. degree will be conferred, including: the costs for the full publishing services for the dissertation; publication of the abstract of the dissertation in *Dissertation Abstracts*; issuance of a Library of Congress number, appropriate library cards, and deposit of the dissertation in digital format at the Library of Congress; binding four copies of the dissertation—one hardbound for the author, and three xerographic softbound copies (for the author, department, and library); and a microfiche for the Brandeis library. The Final Doctoral Fee covers the rental expenses for academic robes for graduation and the cost of the diploma.

Note: All candidates for the Ph.D. degree must pay the \$325 Final Doctoral Fee at the bursar's office before they file their

Financial Assistance

application for degree with the Office of the University Registrar.

Returned Check Fee: \$25.

A bank service fee will be charged to a student's account if a payment or a check negotiated through Brandeis is returned by the bank for any reason.

Readmission Fee: \$300.

Payable by a student who, after withdrawal, suspension, or dismissal for more than one year, has been reinstated with the consent of the dean of arts and sciences.

Transcript Fee: \$5.

Students, former students, and graduates should request official transcripts of their records from the Office of the University Registrar, Kutz Hall. Students are entitled to 20 formal transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Official transcripts will be issued only to those students whose University financial records are in order.

Diploma Fee: \$45.

Payable by candidates for the master's degree at the Bursar's Office before they file their application for degree with the Office of the University Registrar.

Student Health Services Fee: \$387.

Entitles the full-time graduate student to use of the Health Services.

Student Health Insurance Plan (single coverage): \$800.

All three-quarter or full-time students are required by state law to show certification of health insurance. Students without insurance of their own must purchase the Student Health Insurance Plan through the University. The fee is payable prior to registration and no portion is refundable. Student insurance is optional for special students. Additional insurance options, including family coverage, are described in *A Guide to University Health Services*, which is available from the Office of Health Services.

Parking Fee: \$35-\$150.

Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence, or dismissal during the academic year. A student who is withdrawing must notify the Graduate School in writing; refunds will be based on the date of notification and calculated in accordance with the following:

1. Tuition

Withdrawal

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

Requests for refunds should be addressed to the Bursar's office.

2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 75% if the student leaves on or before the second Friday; 50% on or before the fifth Friday and no refund thereafter.

3. Stafford Loans

In compliance with federal law, special refund arrangements apply to first-time students receiving aid under Title IV. Contact the Graduate School financial aid officer for additional information.

To help students whose records indicate scholarly promise, the University makes available special scholarships and fellowships and a variety of awards. All awards are granted and accepted with the understanding that they may be revoked or reduced at any time for undesirable conduct or poor academic standing.

Ordinarily, no student may hold a fellowship or scholarship for more than two years of study for the master's degree, more than three years of study for the M.F.A. degree, or more than four years of study for the Ph.D. degree. Priority in making awards is given to full-time students.

Students receiving financial aid from Brandeis University, whether in the form of a scholarship or fellowship are required to maintain a superior level of academic progress.

All students contemplating outside employment that would require a significant portion of their time should discuss their intentions with their program advisor.

Title IV Cancellations

If you have been awarded a student loan (Federal Stafford or Perkins) you have a right to cancel all or a portion of your loan or loan disbursement. To do so, please submit a written request to: The Graduate School of Arts and Sciences, Brandeis University, Mailstop 031, P.O. Box 549110, Waltham, MA 02454-9110.

A request for loan cancellation or adjustment must be made before the end of the academic year or prior to leaving school whichever comes first, and must state which loan(s) and what amount(s) you wish to cancel. Cancellation of your awarded student loan(s) will most likely create a balance due on your account. This balance would be due and payable upon receipt of the statement.

Scholarships

A scholarship is an award on grounds of scholarly ability that will be used exclusively for remission of tuition fees. Full scholarships and partial scholarships are available. Scholarship students are liable for all but tuition charges.

Fellowships

A fellowship is an academic award of honor to outstanding students to help them in furthering advanced study, research, and training in teaching. A fellowship recipient must pay tuition fees unless the award includes a scholarship in an amount covering tuition.

Research Assistantships

Research assistantships are available in several programs, especially the science areas. Application should be made to the chair of the graduate program.

Dean's Fellowship

Brandeis University established in 1995 the Dean's Fellowship. This fellowship was created in order to encourage students from groups whose under-representation in the nation's Ph.D. population has been severe and long-standing to pursue doctoral studies in the humanities, social sciences, and creative arts at the Graduate School of Arts and Sciences at Brandeis. The Dean's Fellowship will provide four years of funding with a nine-month stipend, assuming satisfactory academic progress.

Factors considered in eligibility include financial need, first generation status, and/or membership in a traditionally under-represented group. In order to qualify for the Dean's Fellowship, applicants must be nominated by one of the following programs: American history, anthropology, comparative history, English and American literature, music, Near Eastern and Judaic Studies, psychology, politics, or sociology.

Students who wish to be considered for the Dean's Fellowship should express their interest in the statement of purpose included with their application.

Tuition Grants

A limited number of need-based grants are available for master's candidates who are enrolled at least half-time. Students may apply for need-based grants by completing the CSS financial aid PROFILE.

Loans

The Perkins Loan is a federal loan, awarded on a limited basis to the neediest students. Students may be considered for this loan only if unmet financial need remains after a subsidized Stafford Loan has been awarded. Interest is not charged and repayment is not expected while the borrower is enrolled at least half-time. During repayment, interest is charged at the rate of 5% and repayment may be made over a 10-year period. Students must file a Free Application for Federal Student Aid (FAFSA) to be considered for this loan.

Subsidized Federal Stafford Loans are available to U.S. citizens and permanent residents who are enrolled at least half-time in a degree, certificate, or diploma program and who demonstrate need for them by filing the Free Application for Federal Student Aid (FAFSA). Graduate students may borrow up to \$8,500 per year in subsidized money. Post-baccalaureate certificate and diploma students may borrow up to \$5,500 per year. The maximum aggregate limit for the program (including undergraduate borrowing) is \$65,500.

Unsubsidized Federal Stafford Loans are available to students who are not eligible for subsidized Stafford Loans based on need. Applicants must still file the FAFSA. Graduate students may borrow up to a maximum of \$10,000 a year (\$5,000 for independent post-baccalaureate students) with an aggregate maximum of \$73,000 in unsubsidized money. Eligible students may borrow from the subsidized and the unsubsidized Stafford programs as long as the annual total does not exceed \$18,500.

Repayment of a Stafford Loan begins six months after the borrower ceases to be enrolled at least half-time. The repayment period is 10 years, during which time interest is charged. There is no interest charged during the in-school period for subsidized loans. However, students are required to pay the interest during the in-school period or have it capitalized and added to the loan balance for the unsubsidized loan.

The terms for the above loan programs are subject to federal legislation, regulations, and other guidance, and may change. Additional current information is available from the Graduate School.

Students wishing to apply for loans should contact the Graduate School for application materials.

Satisfactory Academic Progress

Federal regulations require that a student receiving federal assistance make satisfactory academic progress in accordance with standards set by the University. The Graduate School of Arts and Sciences delegates the responsibility to monitor academic progress to the individual graduate programs. Admission to the Graduate School is valid for one academic year. Graduate programs review students' academic progress and make recommendations for readmission annually. Any student who is readmitted for the following year is considered to be making satisfactory academic progress and is eligible for financial aid from federal sources.

Students who enter the Graduate School of Arts and Sciences must earn the Doctorate within eight years, the Master of Arts within four years, the Master of Fine Arts within five years, and the Post-Baccalaureate Certificate and the Diploma within two years from the inception of study exclusive of leaves of absence (pro-rated for part-time study). Students who have passed the terminal point for the degree may apply to the Graduate School of Arts and Sciences for an extension and, if approved, may be eligible for additional federal financial aid.

The Heller School for Social Policy and Management

History and Organization

Founded in 1959 as the University's first professional school, The Heller School for Social Policy and Management is committed to developing new knowledge and insights in the field of social policy and in health and human services management. The fundamental mission of the school—knowledge advancing social justice—is realized through the knowledge that we create, the education that our students receive, the accomplishments of our alumni, and the extent to which our work transcends the boundaries between academia and the broader society, in the United States and internationally.

The Heller School continues to keep the concepts of social justice and human health and well-being in the forefront of the public conscience. The School and its nationally renowned research centers have pioneered in a variety of policy areas including:

Health
Mental Health
Substance Abuse
Children, Youth, and Families
Aging
International and Community Development
Disabilities
Work and Inequality
Hunger and Poverty

The Heller School continues to be ranked among the top 10 schools of social policy by *U.S. News and World Report* magazine. We offer the Ph.D. in social policy, the M.B.A. or the M.M. in health and human services management, and the M.A. in sustainable international development. The Heller School offers dual and joint degree options with politics, sociology, women's studies, and the Hornstein Program in Jewish Communal Service. Heller gives its master's and doctoral students solid training in research or management and broad grounding in social policy. All students benefit from the resources and expertise of the Heller School's six social policy research centers:

The Schneider Institute for Health Policy
The Institute for Sustainable Development
The Family and Child Policy Center
The Policy Center on Aging
The Starr Center for Mental Retardation
The Center on Hunger and Poverty

Objectives

Our four degree programs are designed explicitly to bridge the gap between theory and practice. Students will be actively engaged in examining policies and programs that respond to the changing needs of vulnerable individuals and social groups in contemporary societies, be they vulnerable as a result of economic hardship, illness, disability, age (young or old), or discrimination based on race, ethnicity, gender, or sexual orientation. These core values are reflected in our deep commitment to beneficial social change, our respect for public service, and our investment in the development of public and private sector policies and practices that enhance human development.

Degree Programs

The Ph.D. Program in Social Policy

Our doctoral program educates students for careers in research, planning, administration, and policy analysis. Students are immersed in an integrated curriculum that focuses on intensive scholarly preparation in general and specialized social policy areas and applying what they learn to real-world problems. Students graduate with honed research skills and a strong working knowledge of various social science disciplines. We offer joint Ph.D. programs with the Departments of Politics and Sociology.

The M.B.A. and M.M. Program in Health and Human Services

Our M.B.A. (human services) and Master of Management programs prepare managers for leadership positions in a range of health and human services organizations. An effective manager needs more than good intentions and people skills. Especially in the turbulent and rapidly changing arena of public and private, for-profit and not-for-profit health and human services organizations, one needs solid managerial knowledge to negotiate with a plethora of stakeholders. The M.B.A. and M.M. program combines the School's powerful social policy resources with a context-specific management curriculum to make this master's program unique when compared to traditional programs in business, management, public administration, health administration, social work, and public health. Heller offers the dual M.B.A./M.A. and M.M./M.A. with the Hornstein Program in Jewish Communal Service.

The M.A. in Sustainable International Development

Our master's program in sustainable international development imparts the knowledge and skills necessary to design and to manage local, regional, national, or international development. Students in the SID program examine models of development, considering if they are effective, if they reduce poverty and inequality, and if they raise the quality of life. They consider the state of world development, probe issues that affect future generations, and broaden the skills necessary to plan, negotiate, implement, monitor, and evaluate development programs. Students enjoy a year in residence studying with senior researchers and field level development practitioners as well as a second year field project, internship or advanced study applying and evaluating methods and models of development.

Admission

How to Apply to The Heller School for Social Policy and Management

Application procedures for each program may be obtained by contacting the relevant admissions offices and by visiting the Heller Website. All applicants should demonstrate a commitment to addressing some of the world's most pressing social issues as well as a readiness to take on graduate-level work. Additional information regarding admission requirements, policies, and procedures, is available on the Heller Website, at heller.brandeis.edu or by contacting the Office of Admissions at 800-279-4105 or HellerAdmissions@brandeis.edu for information about the Ph.D. and M.B.A./M.M. program, or the SID Admissions Office at 781-736-2770, or sidrecruit@brandeis.edu for information about the M.A./SID program.

Test Scores and Deadlines

The Ph.D. Program

Applicants to the Ph.D. in social policy program must submit application materials by December 15 for fall start (September). The application process and requirements for full-time and part-time applicants are the same. All applicants must submit a completed and signed application form with fee, statement of purpose, writing sample, transcripts, test scores, letters of recommendation, and resume.

Applicants to the Ph.D. in social policy program must submit test results of either the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). Test scores may not be more than five years old. The Heller School does not have minimum cutoff scores, and test results are considered in conjunction with an applicant's educational background and professional experience. International applicants whose native language is not English or who have not completed a degree program in the United States, must also submit results from the Test of English as a Foreign Language exam (TOEFL). Scores may not be more than five years old and must be at least 600 (paper-based exam or equivalent computer-based

score). All test scores results should be sent directly to the admissions office using Heller's Institution Code for each exam: GRE and/or TOEFL: 3097 and MAT: 2569. Information regarding the GRE, MAT, or TOEFL exams can be obtained from the testing agencies directly at www.gre.org, www.toefl.org, MAT/ 800-622-3231 or by contacting the admissions office at 800-279-4105 or HellerAdmissions@brandeis.edu.

M.B.A. and M.M. Program

Applicants to the M.B.A. (human services) and Master of Management programs must submit application materials by February 15 for summer start (June: full-time or part-time), June 1 for fall start (September: part-time) and by November 1 for spring start (January: part-time). The application process and requirements for full-time and part-time applicants are the same. All applicants must submit the completed and signed application form and fee, statement of purpose, management problem analysis, transcripts, test scores, letters of recommendation, and professional resume.

Applicants to the Master of Management degree program can submit test results of either the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE). Applicants to the M.B.A. (human services) degree program must submit GMAT results. Test scores may not be more than five years old. The Heller School does not have minimum cutoff scores, and test results are considered in conjunction with an applicant's educational background and professional experience. International applicants whose native language is not English or who have not completed a degree program in the United States, must also submit results from the Test of English as a Foreign Language exam (TOEFL). Scores may not be more than five years old and must be at least 600 (paper-based exam or equivalent computer-based score). All test results should be sent directly to the admissions office using Heller's Institution Code for each exam: GMAT, GRE, and TOEFL: 3097. Information

regarding these exams can be obtained from the testing agencies directly at www.gmat.org, www.gre.org, www.toefl.org, or by contacting the admissions office at 800-279-4105 or HellerAdmissions@brandeis.edu.

The M.A./SID Program

Applicants to the M.A./SID program must submit application materials by June 1 for a fall start. All applicants must submit the completed and signed application form and fee (the fee is waived for applicant from developing countries and Peace Corps Volunteers), statement of purpose, transcripts, test scores, letters of recommendation, and professional resume. Applicants whose native language is not English must submit a score report from IELTS or the "Test of English as a Foreign Language" (TOEFL) (minimum acceptable score for TOEFL is 500 and CB TOEFL is 240, the minimum for IELTS is 6.5). However, if you have completed a university-level degree where English was the language of instruction, you might be exempted from the TOEFL (after evaluation of relevant documentation). You may also submit other documentation as proof of English proficiency.

Academic Regulations

For full information about academic regulations governing Heller's Ph.D. M.B.A., M.M. and M.A. programs, refer to the *Academic Policies and Procedures* documents for each degree, available from The Heller School Office of Student Records.

Academic Standing

The Heller School reviews students' academic progress annually. Satisfactory academic progress in a program is essential to maintain one's eligibility for funding. Superior performance at Brandeis University is essential. Academic insufficiency or failure to make suitable progress toward the degree may require withdrawal.

Requirements for the Degree

Detailed information about the requirements for the degree programs offered by The Heller School can be found in a later section of this *Bulletin*. Please refer to page 173 for the requirements for specific degrees.

Registration and Course Enrollment

Every resident, post-resident, and continuation student must register at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. Registration requires enrollment in a course—whether a regular course, independent research, or a status course for post-resident and continuation students.

Students work closely with their advisors in planning their program of study. M.B.A. and M.M. students actually file an "Individualized Learning Plan" (ILP) with the Heller Office of Student Records. At the end of the registration period for each term (see "Academic Calendar" for specific date), no additional courses may be added to a student's schedule and enrollment is to be considered to be final, unless a student formally drops the course prior to the drop deadline.

Auditing Courses

The privilege of auditing courses without fee is extended to all regularly enrolled, full-time graduate students. No courses may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

Course Changes and Exemptions

Students are allowed to drop courses after the end of the telephone and Web registration period. To do so, an Add/Drop Form is obtained from and returned to the Heller School's Office of Student Records or the Office of the University Registrar. Courses must be dropped no later than one week prior to the beginning of an examination period.

Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses for master's-level students. Doctoral students receive "satisfactory"/"unsatisfactory."

Any letter grade below B- is considered unsatisfactory. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit. Students will need to work out with their programs how an unsatisfactory mark in a required course will be handled.

At the end of each academic year the Office of the University Registrar issues a formal grade report to each student.

Incompletes

A student who has not completed the research or written work for any course may receive an EI (incomplete) or a failing grade at the discretion of the course instructor.

A student who receives an EI must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course. An incomplete must be made up no later than the end of the term following the term in which it was received. An EI that is not resolved within the stated time limits will automatically become a permanent incomplete (I).

Residence Requirements

Residence requirements for all Heller degrees are computed by determining the amount of registration for credit and the tuition charges. Part-time students pursuing part-time programs of study for credit complete their residence requirements when their fractional programs total the amount required of a full-time student.

Ph.D. Program

Full-time students have a two-year residency period and must finish all requirements for the degree in 10 years. Part-time students have a three-year residency period and have 12 years to finish all degree requirements.

M.B.A./M.M. Program

Full-time students have a 15-month residency period. Part-time students are expected to enroll in two courses per semester. Full-time and part-time students must complete all degree requirements within six years.

M.A./SID Program

Students have a one-year residency requirement and must complete all degree requirements within five years.

Full-Time Resident Students

A full-time student is one who devotes the entire term, during the course of the academic year, to a program of graduate work at Brandeis University.

A full-time program may include a combination of teaching and research assistance, and other work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive, and final examinations; supervised reading and research; and Ph.D. dissertations; and regular course work.

A full-time resident student must take a minimum of three courses (12 credits) per term unless otherwise approved by their program director. An accelerated program of study, or payment of more than the full-time tuition rate in any single academic year, may not satisfy the minimum residence requirement for any degree.

Part-Time Resident Students

A part-time student is one who devotes less than the entire time to a program of graduate work at Brandeis University. Part-time students are expected to enroll in two courses per term unless otherwise approved by their program director.

Students receiving financial aid from the University who wish to change their status from full-time to part-time residency must request permission to do so from their program director and file their change of status with the Office of Admissions and Financial Aid with an explanation of why full-time study is no longer possible.

Post-Resident Students

A graduate student who has completed residence requirements and who needs to utilize the full range of academic services and University facilities while completing degree requirements is a post-resident student. Post-resident students must enroll in a status course (CONT 500) as they are considered to be full-time students.

Continuation Students

A doctoral student who has completed all degree requirements (including the dissertation proposal defense) except the dissertation is eligible for continuation status. A student in this category may enroll on either a half-time basis (CONT 510) or a full-time basis (CONT 520). Full-time continuation students are eligible for University health insurance, borrowing privileges in the Library, a computer account, use of gym facilities, and purchase of a parking sticker.

M.A./SID students are considered continuation students during their second year when engaged in their field projects.

Special Students

Properly qualified applicants who wish to audit or to take courses without matriculating into a degree program may be admitted. Special Students are not eligible for University loans, scholarships, fellowships, or teaching or research assistantships. Special Students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. No more than two courses taken for credit may be transferable if the student is admitted to one of Heller's degree programs.

Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of their program director. Leaves of absence up to one year will normally be granted to students. Leaves of absence beyond one year are extended only for medical reasons. Any student wishing to extend the leave of absence must submit a written request with medical documentation before the leave expires. If there are outstanding Incompletes when a student begins a leave, the student will not be allowed to re-register until they have been completed.

Degree Pending

This designation applies to graduate students who have completed all degree requirements. Master's and Ph.D. students who have completed final defense of the thesis or dissertation, with only minor revisions remaining, are also eligible for this status. Students in this category are not eligible to use any academic services or University facilities nor are they eligible for student loans or loan deferments. Students normally remain in this status for one semester only.

Withdrawal

A student who wishes to withdraw voluntarily from The Heller School during a semester must do so in writing to the program director and must file their request with the Office of Student Records before the last day of instruction of the semester. Failure to notify in writing of a withdrawal may subject the student to loss of eligibility for refunds in accordance with the refund schedule outlined in the fees and expenses section. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the University or has not made financial arrangements satisfactory to the Bursar. When a student withdraws during or at the end of a semester course enrollments are not expunged from his/her record, rather a grade of W ("dropped") is entered for each course.

Students who are obliged to register and fail to do so by the appropriate deadline or who fail to pay their bill will be administratively withdrawn. They may be readmitted (see below) for study in a subsequent term, but not for the term in which they were withdrawn for failure to register. Belatedly fulfilling financial obligations will not negate the effects of administrative withdrawal.

Readmission

A student who has not been enrolled in The Heller School for more than one year and who did not obtain a leave of absence should file an application for readmission and will be charged the readmission fee. The student's program will determine in each case whether a student should be readmitted. If the program's requirements have changed during the student's absence or the student is not deemed current in his or her field of study, the program may require the student to repeat or supplement previous academic requirements including qualifying exams. When a student is reinstated, he or she will be informed of current status regarding credits and time to degree.

Students who have surpassed their time limit for the degree may petition their program for readmission.

Fees and Expenses

Graduate Cross-Registration

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Boston College, Boston University, or Tufts University. The Heller School has cross-registration agreements with MIT, UMass, and Bentley College School of Business Administration. Information on courses for cross-registration at each of the host institutions is available at the Graduate School office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a cross registration petition from The Heller School Office of Student Records. And should present this petition to the Office of the University Registrar of the host institution. The completed petition should be returned to the Office of the Brandeis University Registrar.

Tuition and Expenses

The following tuition and fees are in effect for the 2002-03 academic year. These figures are subject to annual revision by the Brandeis Board of Trustees.

Application fee: \$50

Payable by all applicants for admission at the time the application for admission is submitted.

Program fee (M.A./SID only): \$500

Payable by all SID students in the fall of their second year.

Tuition fees

Ph.D. Program

Full-time: \$27,345/year

Part-time: \$1,832/course

M.B.A./M.M. Program

Full-time: \$7,585 per semester (four semester, 15-month program)

Part-time: \$1,596/course

Dual Heller/Hornstein

\$22,554/year

M.A./SID Program

\$27,345 for first year

\$855 continuation fee for second year

Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence, or dismissal during the academic year. A student who is withdrawing must notify Heller in writing; refunds will be based on the date of notification and calculated in accordance with the following:

1. Tuition

Withdrawal

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

Requests for refunds should be addressed to the Bursar's office.

2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 75% if the student leaves on or before the second Friday; 50% on or before the fifth Friday and no refund thereafter.

3. Stafford Loans

In compliance with federal law, special refund arrangements apply to first-time students receiving aid under Title IV. Contact The Heller School financial aid officer for additional information.

Financial Aid

The Heller School attempts to assist as many students as possible in securing financial aid, although it is expected that candidates for admission will explore a variety of outside funding sources, such as private scholarships, state scholarships, and G.I. Bill benefits. The Heller School offers scholarships and fellowships that are awarded on the basis of financial need and academic merit. These grants rarely cover the full cost of study plus living expenses, but, in combination with Stafford Loans, make up the typical aid package. Part-time students are not eligible to receive Heller scholarships or fellowships.

For more information about fellowships, scholarships, and loans for all of our degree programs, visit the Heller Website at heller.brandeis.edu, or contact the appropriate admissions office.

Graduate School of International Economics and Finance

History and Organization

Unlike traditional business schools, we put the global economy at the center of our degree programs. The result is a learning experience unlike any other professional education: international in scope, intimate in scale, intellectually rigorous, and designed for success in the world of the future.

The Graduate School of International Economics and Finance is a dynamic new school designed to prepare you to excel in the new global economy.

We offer five degree programs focusing on international business, economics, and finance:

Lemberg M.A.ief in International Economics and Finance (full-time)

Lemberg B.A./M.A.ief (full-time)

M.B.A./International (full-time)

M.S. in Finance (part-time)

M.S./Ph.D. in International Economics and Finance (full-time)

We offer the advantages of a small school together with an internationally renowned faculty and a superb and internationally diverse student body. We offer an experience that is personal as well as professional, preparing you to operate with ease across borders and cultures. When you enter our degree programs, you'll study with talented students from more than 40 nations. You may spend at least one semester living, studying, and working in Europe, East Asia, or Latin America, through a unique network of academic exchanges with 18 of the world's best universities of business and economics. You will also become proficient in a language other than English.

Objectives

The Graduate School of International Economics and Finance is designed to help students recognize and respond to the challenges of the emerging global marketplace. Each of the programs in the School addresses the complex responsibilities decision-makers in business and government face in their professional environments.

M.A.ief Degree Program

The Lemberg M.A. Program in International Economics and Finance offers a two-year professional Master of Arts degree for students planning careers in finance, consulting, multinational corporations, and international organizations. The program integrates capital market skills with management and global economic perspectives; it emphasizes practical applications, a rigorous analytical framework, and the role of globalization. Students have the option of specializing in international finance, international economics, or international business.

M.B.A.i. Degree Program

Students in the M.B.A. International (M.B.A.i.) receive in-depth training in technical analysis and strategic issues, and gain an understanding of managerial issues. As in the Lemberg M.A. Program, they must show mastery of a major language other than English and may spend a semester studying outside of the United States. During their studies, they work in multicultural teams; emphasis is placed on acquiring an appreciation for international differences in values and behavior, which are critically important in today's workplace.

The internationally focused curriculum, language requirement, international experience component, and multicultural aspects of the Brandeis M.B.A. distinguish it sharply from "generic" M.B.A. degrees.

M.B.A.i. students receive training in all the major subjects included in a traditional M.B.A., such as economics, accounting, control, finance, marketing, operations, organizational behavior, and business policy. However, they learn these subjects in an international context; case examples are derived from international firms, and analytical models involve international applications. Students have the option of specializing in international business or international finance.

M.S.F. Degree Program

The M.S. in finance (M.S.F.) is a 10-course, part-time program that provides rigorous training in the quantitative and analytical tools of modern finance with an emphasis on international applications. There are six core courses in the M.S.F. program, with the remaining four being selected from the broad array of Graduate School electives in international finance and international business. This program accommodates the schedules of working professionals by offering year-round evening courses. It may be completed within five semesters. Students have the option of specializing in finance or international finance.

Ph.D. Program

The Ph.D. Program in International Economics and Finance provides advanced training in economic theory, research techniques, and creative problem-solving in an integrated, global economic framework. Concentrations are limited to four special fields: international trade, international finance, international business, and development/transition economics. Analytical and problem-solving skills are fostered through involvement in applied research, internships, and focused workshops in a flexible, small-group environment. The training prepares students for careers in research, and policy-making in business, government, international agencies, and academia. The program requires two years of course work, qualifying examinations, and an original thesis.

Combined B.A./M.A. Program

Brandeis undergraduate students may apply for admission to the Lemberg M.A. Program in the spring of their junior year and begin taking program courses in their senior year. Students entering as undergraduates can satisfy the master's degree requirements in one additional year of study after receiving the B.A. degree; five years of study at Brandeis University is normally required. One year of residence as a graduate student is required.

Further information regarding requirements and applications is available from the International Economics and Finance School admissions office.

Admission

How to Be Admitted to the Graduate School of International Economics and Finance

The Graduate School of International Economics and Finance has established the following criteria as the most critical in the evaluation of applicants to all GSIEF degree programs: scholastic achievement as evidenced by previous academic coursework; aptitude for graduate study as indicated by scores on the GMAT/GRE tests; motivation, leadership, and maturity as evidenced by work experience; and recommendations and responses to essay questions on the application.

Additional information regarding admission requirements, policies, and procedures is available on the GSIEF Website at www.brandeis.edu/global, by telephoning the Office of Admissions at 781-736-2252, or by email at admission@lemborg.brandeis.edu. The Office of Admissions is located in the Sachar International Building, room 101.

Test Scores and Deadlines

Applicants for the Lemberg M.A.ief Program must submit the results of either the GMAT or the GRE. Applicants for the M.B.A.i. and M.S.F. programs must submit GMAT scores. Ph.D. applicants are required to submit the results of the GRE. A TOEFL score of 600 or higher is normally required for students whose native language is not English. Although interviews are not required, they are recommended.

Lemberg M.A.ief Program: February 15 Priority Deadline for Scholarship/April 15 Final Deadline

M.B.A.i. Program: February 15 Priority Deadline for Scholarship/April 15 Final Deadline

M.S.F. Program: April 15 Deadline for summer

M.S.F. Program: August 1 Deadline for fall

M.S. Program: February 15 Priority Deadline for Scholarship/April 15 Final Deadline

Ph.D. Program: February 15 Final Deadline

Lemberg B.A./M.A.ief Program: February 15 Final Deadline

Academic Regulations

Requirements for the Degree

Detailed information about the requirements for the degree programs offered by the Graduate School of International Economics and Finance can be found in a later section of this *Bulletin*. Please refer to page 199 for the requirements for specific degrees.

International Abroad

The international experience is an integral part of the Lemberg and M.B.A.i. curricula. GSIEF enjoys exchange agreements with some of the best schools in the world. A semester abroad provides students with an unique opportunity to take courses in economics, finance, and business in foreign institutions where courses reflect a different perspective, context, and cultural background. In most cases, students are not only exposed to a new culture, but also to a new language.

Due to limits on the exchange agreements, each student cannot be guaranteed his or her first choice in foreign schools, but in practice, student preferences are typically accommodated. Many students go abroad during the fall of their second year, but they may apply to go abroad during the spring of their first year.

Affiliated Foreign Universities

Students in the M.A.ief and the M.B.A.i. programs may spend a semester abroad at one of the universities listed below.

Copenhagen Business School

École Supérieure de Commerce de Rouen (SupdeCo)

École Supérieure des Sciences Economiques et Commerciales (ESSEC)

Erasmus University

Escuela Superior de Administracion y Direccion de Empresas (ESADE)

Fundação Getúlio Vargas (FGV)

Instituto Tecnológico Autónomo de México (ITAM)

International University of Japan

Keio University

WHU Koblenz—Otto Beisheim Graduate School of Management

Luigi Bocconi University

National University of Singapore

Tel Aviv University

Universiteit Maastricht

Universidad de San Andres

University of International Business and Economics

University of Paris-Dauphine

Yonsei University

Registration

Every resident, post-resident, and continuation student must register at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. All students on semester abroad must register and enroll in IEF 290 for that semester.

Auditing Courses

The privilege of auditing courses without fee is extended to all regularly enrolled full-time graduate students except Special Students. Special Students may audit courses by paying for them at the same rate as those taken for credit. No courses may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

Course Changes and Exemptions

Students are allowed to drop courses after the end of registration. To do so, an add/drop form is obtained from the Office of Administration and Student Services and returned to the Office of the University Registrar. Courses must be dropped no later than one week prior to the beginning of an examination period.

Exemptions from required courses must be requested in writing on a Petition for Exemption form, which may be obtained from the Office of Administration and Student Services. All requests for exemption should be requested during a student's first semester in GSIEF.

Incompletes

A student who has not completed the research or written work for any course may receive an EI ("incomplete") or a failing grade at the discretion of the course instructor.

A student who receives an EI must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course and a letter grade. An incomplete, unless given by reason of the student's failure to attend a final examination, must be made up no later than the end of the term following the term in which it was received. When failure to take a final examination has resulted in an EI, resolution of that EI to a letter grade must occur within six weeks of the beginning of the next term. An EI that is not resolved within the stated time limits will automatically will become an I ("permanent incomplete"). A student may petition the dean for a change in a permanent incomplete, provided the petition is signed by the instructor of the course.

Residence Requirements

Two years (four semesters) of full-time study will normally be required. International experience is a required part of the degree. One term of study may be spent at a foreign university associated with the program. For B.A./M.A. degree candidates, one year of residence as a graduate student is required.

Post-Resident Students

A graduate student who has completed residence requirements and who needs to utilize the full range of academic services and University facilities while completing degree requirements is a post-resident student and should register for CONT 500a/b, or the appropriate courses required to complete his/her programs.

Continuation Students

A graduate student who has completed all degree requirements except the dissertation is eligible for continuation status. A student in this category may enroll on either a half-time basis or a full-time basis, and is eligible for University health insurance, borrowing privileges in the Library, a computer account, use of gym facilities, and purchase of a parking sticker. He/she is not normally eligible for fellowships or for leaves of absence, except for health reasons.

Continuation students must enroll before the end of registration period each semester in either CONT 510a/b (half-time status) or CONT 520a/b (full-time status). For questions regarding these enrollments please contact the Office of the University Registrar. International students must enroll in CONT 520a/b (full-time status). Please contact ISSO (International Students and Scholars Office) if there are special circumstances.

Special Students

Properly qualified applicants who wish to audit or to take courses without working for a degree may be admitted. Special Students are normally not eligible for University loans, scholarships, fellowships, or teaching or research assistantships. Special Students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. They must also file a special petition if they wish credit to be accepted for any courses taken at Brandeis as Special Students. Credit for such course work may be granted in exceptional cases. Normally, no more than two courses taken for credit may be transferable if the student is admitted to either the master's or doctoral program.

Leave of Absence

Students may petition for a leave of absence. The petition must have the approval of the dean. Leaves of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons. Returns from leave may be subject to conditions established at the inception of the leave. Time spent on authorized leaves of absence will not be counted toward the maximum time permitted to complete degree requirements.

If for any reason a student must extend a leave of absence, he or she must request such an extension in writing before the leave of absence expires. Failure to do so will result in involuntary withdrawal from GSIEF. Students who extend their leaves of absence beyond one year may lose funding. Should a student wish to return, the student will be considered for funding as part of the school's entering class of students.

Withdrawal

A student who wishes to withdraw voluntarily from the Graduate School of International Economics and Finance during a semester must do so in writing to the assistant dean and must file their request before the last day of instruction of the semester. Failure to notify in writing of a withdrawal may subject the student to loss of eligibility for refunds in accordance with the refund schedule outlined in the fees and expenses section. Permission to withdraw voluntarily will not be granted if the student has not discharged all financial obligations to the University or has not made financial arrangements satisfactory to the Bursar. When a student withdraws during or at the end of a semester course enrollments are not expunged from his/her record. Rather, a grade of W ("dropped") is entered for each course.

Students who are obliged to register and fail to do so by the appropriate deadline or who fail to pay their bill will be administratively withdrawn. They may be readmitted (see below) for study in a subsequent term, but not for the term in which they were withdrawn for failure to register. Belatedly fulfilling financial obligations will not negate the effects of administrative withdrawal.

Readmission

A student who has not been enrolled in the Graduate School of International Economics and Finance for more than one year and who did not obtain a leave of absence should file an application for readmission and will be charged the readmission fee. The Graduate School of International Economics and Finance will determine in each case whether a student should be readmitted. If requirements have changed during the student's absence or the student is not deemed current in his or her field of study, the student may be required to repeat or supplement previous academic requirements. When a student is reinstated, he or she will be informed of current status regarding credits and time to degree.

Fees and Expenses

Graduate Cross-Registration

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Babson College, Bentley College, Boston College, Boston University, Tufts University, Wellesley College, or the Graduate Consortium in Women's Studies at Radcliffe College. Information on courses for cross-registration at each of the host institutions is available at the Graduate School office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a registration permit from the Office of the University Registrar and should present this permit to the Office of the University Registrar of the host institution.

Tuition and Fees

Tuition

Tuition for full-time resident students for the 2002-03 academic year is \$13,672.50 per semester (or \$27,345 per two-semester academic year) for Lemberg, M.B.A.i., and Ph.D. students. The same tuition rate applies to the required semester abroad. The tuition rates for the part-time M.S.F. is \$2,476 per course. Due to inflation, students who will be at Brandeis more than one year may expect tuition and other charges to increase slightly during their academic careers.

Technology Fee: \$160 per year.

Final Doctoral Fee: \$325.

This fee covers all costs for the year in which the Ph.D. degree will be conferred, including: the costs for the full publishing services for the dissertation; publication of the abstract of the dissertation in *Dissertation Abstracts*; issuance of a Library of Congress number, appropriate library cards, and deposit of the dissertation in digital format at the Library of Congress; binding four copies of the dissertation—one hardbound for the author, and three xerographic softbound copies (for the author, GSIEF, and Library); and a microfiche for the Brandeis Library. The Final Doctoral Fee covers the rental expenses for academic robes for graduation and the cost of the diploma.

Note: All candidates for the Ph.D. degree must pay the \$325 Final Doctoral Fee at the bursar's office before they file their application for degree with the Office of the University Registrar.

Returned Check Fee: \$25.

A bank service fee will be charged to a student's account if a payment or a check negotiated through Brandeis is returned by the bank for any reason.

Transcript Fee: \$5.

Students, former students, and graduates should request official transcripts of their records from the Office of the University Registrar, Kutz Hall. Students are entitled to 20 formal transcripts of their academic work without charge. A charge of \$5 will be made for each subsequent transcript. Requests by mail for transcripts must be accompanied by a check in the correct amount payable to Brandeis University. Official transcripts will be issued only to those students whose University financial records are in order.

Diploma Fee: \$45.

Payable by candidates for the master's degree at the bursar's office before they file their application for degree with the Office of the University Registrar.

Student Health Services Fee: \$387.

Entitles the full-time graduate student to use of the Health Services.

Student Health Insurance Plan (single coverage): \$800.

All three-quarter or full-time students are required by state law to show certification of health insurance. Students without insurance of their own must purchase the Student Health Insurance Plan through the University. The fee is payable prior to registration and no portion is refundable. Student insurance is optional for special students. Additional insurance options, including family coverage, are described in *A Guide to University Health Services*, which is available from the Health Center.

Parking Fee: \$35-\$150.

Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence, or dismissal during the academic year. A student who is withdrawing must notify the Graduate School of International Economics and Finance in writing; refunds will be based on the date of notification and calculated in accordance with the following:

1. Tuition

Withdrawal

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

Requests for refunds should be addressed to the Bursar's office.

2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 75% if the student leaves on or before the second Friday; 50% on or before the fifth Friday; and no refund thereafter.

3. Stafford Loans

In compliance with federal law, special refund arrangements apply to first-time students receiving aid under Title IV. Contact the Graduate School of International Economics and Finance financial aid officer for additional information.

Housing

Ten-month living expenses in the Waltham area for a single individual on an economical budget are estimated to range from \$8,000-\$10,000. Limited housing is available in the University's graduate residence halls. Costs for on-campus housing range from approximately \$2,990-\$4,750 per semester for a single person (these are academic year 2001-02 prices, for academic year 2002-03 expect an increase). Graduate housing includes kitchen facilities, but students may also purchase University meal plans.

Financial Aid

Both U.S. residents and international students are encouraged to explore outside funding sources. To be considered for need-based financial aid through federal loan programs, U.S. residents must submit a Free Application for Federal Student Aid (FAFSA). This form is available at www.fafsa.ed.gov. In past years, international students have received support from the Fulbright, Muskie, Ron Brown, Ford, Mandella, Soros, and other scholarship programs, and from their governments and employers.

Scholarships

The Graduate School is committed to admitting the best-qualified students to its programs. To do so, it awards scholarships and loans based on academic and professional promise as well as need and availability of funds. All students—U.S. residents and international students—are automatically considered for scholarship assistance upon admission. Students who go abroad during the fall of their second year receive a grant toward the cost of airfare to the partner school. Support toward living expenses and full tuition assistance is available only to exceptional Ph.D. applicants. The Graduate School administers several scholarship funds including:

The American Leadership Awards program, the largest scholarship program, was established to foster international awareness among future business and policy decision-makers in the United States. Open to all master's students who are U.S. citizens or permanent residents, these scholarships are awarded to ten individuals who show special promise for careers in international business, finance, or policy-making. Recipients of the American Leadership Awards are selected on the basis of merit and receive a scholarship of up to \$10,000 per year, renewable for up to two years of study.

Jeffrey J. Steiner Fellowship

In recognition of Mr. Jeffrey J. Steiner, this fellowship is awarded to an outstanding first-year student who has demonstrated superior academic and practical achievement in the area of international finance.

Milton W. Feld Fellowship

Established in 1985 by the Milton W. Feld Charitable Trust, this fellowship is awarded to an outstanding incoming Lemberg M.A.ief or M.B.A.i. student, who has demonstrated academic excellence at the undergraduate level, and who shows professional promise.

Isaiah Leo Scharfman Fellowship

Established in 1956 by Mr. and Mrs. Samuel Rosenthal in tribute to Professor Scharfman, it is awarded to an outstanding, incoming Lemberg M.A.ief or M.B.A.i. student who has demonstrated academic excellence in economics as an undergraduate, and who shows professional promise.

GSIEF Leadership Award

Established by GSIEF alumni, this award is given to a second-year student who has been selected by his/her peers in recognition of leadership, involvement, and service to GSIEF.

GSIEF Faculty Award

This award is given to a first-year student for academic excellence as recognized by the GSIEF faculty.

The Graduate School of International Economics and Finance provides some financial support, which may include tuition scholarships, research or teaching assistantships, and institutional loans. Aid is based on merit and need and is also available to students from abroad. American and Canadian applicants for aid must file a FAFSA form. Students from other countries must complete the financial aid form for international students that is part of the School's application. The M.A. degree program requires parents' information for all dependent students, regardless of age, and all independent students under 24. Students who fail to provide parental information may jeopardize their consideration for institutional aid.

Assistantships

A limited number of research and teaching assistantships are available for qualified students. Applications for these positions are accepted after admission, and compensation is at a rate of \$8-14/hour dependent on experience.

Courses of Instruction

Listed on the following pages are undergraduate and graduate courses of instruction for the faculty of arts and sciences. Courses meet for three hours a week unless otherwise specified.

Most courses are available to all students qualified to take them. Access to some courses is governed by the signature of the instructor. Other courses impose a numerical limit to preserve environmental conditions suitable to the pedagogy the instructor employs; students increase their chances of gaining enrollment in such courses by participating in pre-enrollment.

Each semester the University endeavors to ensure that numerous alternatives exist by which to make progress toward University requirements; however, it cannot guarantee access on demand to a particular course or to a particular section of a multisectioned course.

Generally, a course is offered with the frequency indicated at the end of its description. The frequency may be designated as every semester, every year, every second year, every third year, or every fourth year.

Courses numbered 1-99 are primarily for undergraduate students; courses numbered 100-199 are for both undergraduate and graduate students; and courses numbered 200 and above are primarily for graduate students. Undergraduates may not enroll in courses numbered 200 or higher without the written permission of the instructor.

Among the courses numbered 200 and higher are courses in The Heller School for Social Policy and Management. Undergraduates may enroll only in those Heller School courses that are appropriate for an undergraduate arts and sciences degree. Such courses are listed in this *Bulletin*.

Suffixes after course numbers have the following meanings:

a or b	semester course
c	semester course meeting throughout the year
d	full-year course
e	intensive course, two semester course credits, in one semester
f	half semester course, half-course credit Graduate School of International Economics and Finance only)

A semester course carries one semester-course credit (four semester-hour credits) while a year course carries two semester-course credits (eight semester-hour credits). Exceptions are noted under the individual course descriptions. Certain courses do not count for rate of work and do not carry course credit toward graduation. Occasionally, courses are awarded additional semester-hour credits, yet count as only one semester course toward graduation. All such courses are specifically identified in the course listing. Certain courses require a laboratory course taken concurrently.

A student may take either half of a full-year course with a "d" suffix for credit with the approval and consent of the course instructor on the appropriate form designated by the Office of the University Registrar. Students who enrolled in full-year courses in the fall term are continued in the spring term automatically.

The University reserves the right to make any changes in the offerings without prior notice.

Block System

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	A	A	A	A	A
8:30					
9:00	B	G S ₆	B	B	G S ₇
9:30					
10:00	C		C	C	
10:30		H			H
11:00	D		D	D	
11:30					
12:00	E	J	E	E	J
12:30					
1:00	F		F	F	
1:30		N S ₂			N S ₄
2:00	K S ₁		R K S ₃	R	
2:30					
3:00		P			P
3:30	L		L		
4:00					
4:30		S ₅			
5:00	M		V M	V S ₈	
5:30					
6:00					
6:30	Q X ₁ Y		X ₄ Q X ₂ Y	Q X ₃	
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					

A = 8:00-9:00 any three days

B = 9:00-10:00 M W Th

C = 10:00-11:00 M W Th

D = 11:00-12:00 M W Th

E = 12:00-1:00 M W Th

F = 1:00-2:00 M W Th

G = 9:00-10:30 T F

H = 10:30-12:00 T F

J = 12:00-1:30 T F

K = 2:00-3:30 M W

L = 3:30-5:00 M W

M = 5:00-6:30 M W

N = 1:30-3:00 T F

P = 3:00-4:30 T F

Q = 6:30-7:30 M W Th

R = 2:00-3:00 T Th F

S₁ = 2:00-5:00 M [= K + L]S₂ = 1:30-4:30 T [= N + P]S₃ = 2:00-5:00 W [= K + L]S₄ = 1:30-4:30 F [= N + P]S₅ = 4:30-7:30 TS₆ = 9:00-12:00 T [= G + H]S₇ = 9:00-12:00 F [= G + H]S₈ = 5:00-8:00 Th

V = 5:00-6:30 T Th

X₁ = 6:30-9:30 MX₂ = 6:30-9:30 WX₃ = 6:30-9:30 ThX₄ = 6:30-9:30 T

Y = 6:30-8:00 M W

Final Examination Schedule for 2002-03

Fall Term 2002

Thursday	December 5	9:15 am 1:30 pm 6:00 pm	Math Common Exams* B, X _{3'} , S ₈ L, S ₃
Friday	December 6	9:15 am 1:30 pm 6:00 pm	E European Language Common Exams* None
Monday	December 9	9:15 am 1:30 pm 6:00 pm	D H, S ₆ G, S ₇
Tuesday	December 10	9:15 am 1:30 pm 6:00 pm	A, K, S ₁ C M, Q, X _{1'} , X _{2'} , Y
Wednesday	December 11	9:15 am 1:30 pm 6:00 pm	Economics Common Exams* F J
Thursday	December 12	9:15 am 1:30 pm 6:00 pm	P, S _{2'} , X _{3'} , V N, R, S _{2'} , S ₄ Other Common Exams* Conflict Resolution

Spring Term 2003

Thursday	May 1	9:15 am 1:30 pm 6:00 pm	H, S ₆ J P, S _{5'} , X _{3'} , V
Friday	May 2	9:15 am 1:30 pm 6:00 pm	F D None
Monday	May 5	9:15 am 1:30 pm 6:00 pm	Economics Common Exams* B, X _{3'} , S ₈ N, R, S _{2'} , S ₄
Tuesday	May 6	9:15 am 1:30 pm 6:00 pm	Math Common Exams* A, K, S ₁ M, Q, X _{1'} , X _{2'} , Y
Wednesday	May 7	9:15 am 1:30 pm 6:00 pm	E European Language Common Exams* G, S ₇
Thursday	May 8	9:15 am 1:30 pm 6:00 pm	C L, S ₃ Other Common Exams* Conflict Resolution

*Applies to some multisectioned courses.
Questions concerning exam date for courses
that meet in two or more blocks should be
referred to the Office of the University
Registrar.

Course Subject Abbreviations

AAAS	African and Afro-American Studies	ECS	European Cultural Studies	IEF	International Economics and Finance
AMST	American Studies	ED	Education	IMES	Islamic and Middle Eastern Studies
ANTH	Anthropology	ENG	English and American Literature	INET	Internet Studies
ARBC	Arabic	ENVS	Environmental Studies	ISP	International Studies
BCHM	Biochemistry	ESL	English as a Second Language	ITAL	Italian Studies
BCSC	Biochemical Science	FA	Fine Arts	JAPN	Japanese
BIBC	Biology and Biochemistry	FECS	French and European Cultural Studies	JCS	The Hornstein Program in Jewish Communal Service
BIOC	Bioorganic Chemistry	FILM	Film Studies	JOUR	Journalism
BIOL	Biology	FREN	French Language and Literature	LAS	Latin American Studies
BIOP	Biophysics and Structural Biology	GECS	German and European Cultural Studies	LAT	Latin
BISC	Biological Science	GENC	Genetic Counseling	LGLS	Legal Studies
CHEM	Chemistry	GER	German Language and Literature	LING	Linguistics
CHIN	Chinese	GRK	Greek	LS	Literary Studies
CHIS	Comparative History	HBRW	Hebrew Language and Literature	MATH	Mathematics
CHSC	Chemical Science	HIST	History	MERL	Medieval and Renaissance Studies
CLAS	Classical Studies	HLS	Health and Society	MEVL	Medieval Studies
COML	Comparative Literature	HOID	History of Ideas	MUS	Music
COMP	Composition	HS	The Heller School of Social Policy and Management	NBCH	Neuroscience and Biochemistry
CONT	Continuation	HUM	Humanities	NBIO	Neuroscience and Biology
COSI	Computer Science	IB	International Business	NEJS	Near Eastern and Judaic Studies
EAS	East Asian Studies	ICON	Independent Interdisciplinary Major	NEUR	Neuroscience
ECON	Economics	IECS	Italian and European Cultural Studies	NPHY	Neuroscience and Physics

NPSY	Neuroscience and Psychology
PAX	Peace and Conflict Studies
PE	Physical Education
PHIL	Philosophy
PHSC	Physical Science
PHYS	Physics
POL	Politics
PSYC	Psychology
RECS	Russian and European Cultural Studies
REES	Russian and East European Studies
REL	Religious Studies
RUS	Russian Language and Literature
SECS	Spanish and European Cultural Studies
SID	Sustainable International Development
SJSP	Social Justice and Social Policy
SOC	Sociology
SPAN	Spanish Language and Literature
THA	Theater Arts
USEM	University Seminar in Humanistic Inquiries
UWS	University Writing Seminar
WMNS	Women's Studies
YDSH	Yiddish

Requirement Codes

In the course listings that follow, some courses have been coded to indicate that they fulfill (or partially fulfill) particular University requirements. The legend below provides a key to the codes used. Note that not every requirement has been coded. Neither the University Seminars in Humanistic Inquiries nor the University

Writing Seminars have been coded. The course abbreviations of USEM and UWS readily identify the University Seminars in Humanistic Inquiries and the University Writing Seminars.

General University Requirements

ca	School of Creative Arts	sn	School of Science
fl	Foreign Language	ss	School of Social Science
hum	School of Humanities	wi	Writing Intensive
nw	Non-Western and Comparative Studies		
qr	Quantitative Reasoning		

Department of African and Afro-American Studies

Courses of Study:
Minor
Major (B.A.)

Objectives

The department offers opportunities to explore cultural expressions, economic issues, religious practices, social arrangements, intellectual developments, and political trends among Africans and people of African descent. The department is multidisciplinary and interdisciplinary in its approach to the broad range of issues and experiences that comprise this field. We offer courses in the humanities and social sciences using the methods of several disciplines, including anthropology, cultural studies, economics, history, literature, politics, and sociology. Specific courses focus on people and developments in Africa, the Caribbean, and the Americas.

How to Become a Major

The department welcomes all members of the student body who have an interest in Africa and/or African-America. The major is arranged through consultation with the departmental advisor or another professor. Majors may ask for guidance in the selection of elective courses with related content or approach within their chosen disciplines.

Faculty

Wellington Nyangoni, Chair

Africa: Economic development. Comparative Third World politics.

Joan Bryant

African American history. Reform Movements. Race and ethnicity.

Mbulelo Vizikhungo Mzamane

Madeleine Haas Russell Visiting Professor. African literature.

Faith Smith

African and Afro-American literature. Anglophone Caribbean literature.

Ibrahim Sundiata

Africa: Social history. Slavery. The African diaspora. Afro-Brazil.

Requirements for the Major

A. Required of all candidates: Eight semester courses from among the AAAS and cross-listed courses below. One of the eight courses must be AAAS 5a (Introduction to African and Afro-American Studies), which should be taken as the first AAAS course, as it provides an introduction to themes and methods of analysis.

B. At least one course will be taken in each of the following areas: social science, humanities, and history.

C. At least four courses will be taken in one of the following disciplines as a field of specialization: literature, music, history, political science, sociology, and economics. A candidate may elect a five-course interdisciplinary focus on Africa or Afro-American affairs as a specialization. Always confirm your choice of specialization with the department academic advisor.

D. Five of the eight required courses must be from within the department (e.g., from the AAAS courses below). No course with a final grade below C- can count toward the major.

E. Candidates for departmental honors must satisfactorily complete AAAS 99d (Senior Research).

Requirements for the Minor

Five semester courses are required, including the following:

A. AAAS 5a (Introduction to African and Afro-American Studies). This should be taken as the first AAAS course, as it provides an introduction to themes and methods of analysis.

B. AAAS 70a (Introduction to Afro-American History).

C. The remaining three courses will be selected from among the department's offerings in literature, history, political science, and music.

Students are required to declare the minor in AAAS no later than the beginning of their senior year. Each student will be assigned a departmental advisor by the undergraduate advising head.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

AAAS 5a Introduction to African and Afro-American Studies

[ss]

An interdisciplinary introduction to major topics in African and Afro-American studies, providing fundamental insights into Africa, the Caribbean, and the Americas through

approaches and techniques of social science and the humanities. Usually offered every year. Will be offered in the fall of 2002.
Ms. Bryant

AAAS 18b Africa and the West

[nw ss]

Focuses on the relationship between Africa and the "West" from the time of the ancient Egyptians to the postcolonial period. It also assesses the dilemma neo-colonialism poses for the West. Usually offered every third year. Last offered in the fall of 1999.
Staff

AAAS 60a Economics of Third World Hunger

[nw ss]

Employs the tools of social science, particularly economics, to study causes and potential solutions to problems in production, trade, and consumption of food in the underdeveloped world. Usually offered every second year. Last offered in the fall of 2001.

Mr. Nyangoni

AAAS 70a Introduction to Afro-American History
[ss]

A survey of the Afro-American experience from the era of slavery to the present. Topics include the rise of a distinct community and its institutions, Reconstruction and segregation, the contributions of blacks to American society, and the struggles for freedom and equality. Usually offered every year. Will be offered in the fall of 2002.
Ms. Bryant

AAAS 79b Afro-American Literature of the Twentieth Century
[hum ss]

An introduction to the essential themes, aesthetic concerns, and textual strategies that characterize Afro-American writing of this century. Examines those influences that have shaped the poetry, fiction, and prose nonfiction of representative writers. Usually offered every second year. Will be offered in the spring of 2003.
Ms. Smith

AAAS 80a Economy and Society in Africa
[nw ss]

Perspectives on the interaction of economic and other variables in African societies. Topics include the ethical and economic bases of distributive justice; models of social theory, efficiency and equality in law; the role of economic variables in the theory of history; and world systems analysis. Usually offered every third year. Last offered in the fall of 2000.
Mr. Nyangoni

AAAS 81b Religion in African-American History
[ss]

Prerequisite or corequisite: AAAS 70a. Examines religious development in African-American history. Explores religious experience and identity, religion in popular culture, institutional developments, political activism among religious figures, theological innovations, and religious conflict in order to understand how religion has informed African-American life. Usually offered every second year. Last offered in the spring of 2002.
Ms. Bryant

AAAS 85a Survey of Southern African History
[nw ss]

Explores the roots of segregation and apartheid in South Africa, the development of a regional political economy dominated by South Africa, labor migrancy and land alienation in southern Africa, and the rise of African and Afrikaaner nationalisms. Usually offered every second year. Last offered in the fall of 2001.
Mr. Nyangoni

AAAS 89a Race and Ethnicity in American Politics
[ss]

A comparison of how different voting models account for racial and ethnic political behavior in the United States. The course also examines whether ethnic politics generates equal outcomes for equal participation and how the "nature of the game" changes across time. Usually offered every fourth year. Last offered in the fall of 1999.
Staff

AAAS 98a Independent Study

Signature of the instructor required. Independent readings and research on a topic within the student's interest under the direction of a faculty supervisor. Usually offered every year.
Staff

AAAS 98b Independent Study

Signature of the instructor required. Independent readings and research on a topic within the student's interest under the direction of a faculty supervisor. Usually offered every year.
Staff

AAAS 99d Senior Research

Signature of the instructor required. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students**AAAS 115a Introduction to African History**
[nw ss]

The history of African societies from their earliest beginnings to the present era. Topics include African participation in antiquity and early Christianity and preindustrial political, economic, and cultural developments, among others. Usually offered every second year. Will be offered in the fall of 2002.
Staff

AAAS 116b Comparative Race and Ethnic Relations
[ss]

Explores and understands the origin and nature of racial and ethnic differences in the United States, South Africa, and Brazil. The course will explore how theoreticians explain and account for differences and how race and ethnicity relate to economic class and social institutions. Usually offered every second year. Will be offered in the fall of 2003.
Staff

AAAS 117a Communications and Social Change in Developing Nations
[ss]

Examines the role of communications and information systems within and between developed and underdeveloped nations and addresses the larger perspective of global communications. Usually offered every third year. Last offered in the spring of 2000.
Staff

AAAS 120b Race in African-American History
[ss]

Prerequisite: AAAS 70a (may be taken concurrently) or AAAS 145b. Is race un-American? African-American racial thought provides a critical lens for understanding the meanings and functions of race. Analyzing primary sources from the antebellum period to the present, we ask: Is race racist? What is black culture? Does justice require "colorblindness?" Usually offered every second year. Last offered in the spring of 2001.
Ms. Bryant

AAAS 123a Third World Ideologies
[nw ss]

Analyzes ideological concepts developed by seminal Third World political thinkers and their application to modern political analysis. Usually offered every second year. Last offered in the spring of 2001.
Mr. Nyangoni

AAAS 126b Political Economy of the Third World
[nw ss]

Development of capitalism and different roles and functions assigned to all "Third Worlds," in the periphery as well as the center. Special attention will be paid to African and Afro-American peripheries. Usually offered every year. Last offered in the spring of 2002.
Mr. Nyangoni

AAAS 131b American Freedom before Emancipation
[ss]

Prerequisite or corequisite: AAAS 70a or HIST 51a. What did it mean to be free in an age of slavery? The experiences of free African-Americans focus our investigation of this founding myth of America. Explores what freedom meant to criminals, reformers, laborers, slaveholders, artists, abolitionists, soldiers, and statesmen. Usually offered every second year. Last offered in the spring of 2002.
Ms. Bryant

AAAS 132b Introduction to African Literature
[nw hum ss]

Examines the cultural production of African writers and filmmakers and their critiques of the post-colonial state. Their exploration of gender, sexuality, language choice, the pressures placed on "authentic" identities by diasporic communities, and the conflicting claims of tradition and modernity. Usually offered every third year. Will be offered in the fall of 2002.
Mr. Mzamane

AAAS 133b The Literature of the Caribbean
[nw hum ss]

An exploration of the narrative strategies and themes of writers of the region who grapple with issues of colonialism, class, race, ethnicity, and gender in a context of often conflicting allegiances to North and South America, Europe, Africa, and Asia. Usually offered every second year. Last offered in the spring of 2002.

Ms. Smith

AAAS 134b Novel and Film of the African Diaspora
[nw hum ss]

Writers and filmmakers usually examined separately under national or regional canonical categories such as "(North) American," "Latin American," "African," "British," or "Caribbean," are brought together here to examine transnational identities, and investments in "authentic" "African" or "black" identities. Usually offered every third year. Last offered in the spring of 2000.

Ms. Smith

AAAS 143a Economies of African Countries
[ss]

Enrollment limited to 25.

Combines lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Nyangoni

AAAS 145b What is Race?
[ss]

What is race? How has it shaped what it means to be American? We explore 19th- and 20th-century interpretations of race in science, law, reform initiatives, and popular literature. Issues include eugenics, census categories, race loyalty, polygenesis, immigration, passing, and miscegenation. Usually offered every third year. Will be offered in the spring of 2003.

Ms. Bryant

AAAS 147b Women in African Societies
[nw ss]

Enrollment limited to 25.

Explores women's ways of thought in different African societies. Studies how elite and non-literate women articulate their cultural and historical experiences. Usually offered every third year.

Staff

AAAS 155a Slavery in America
[ss]

Examines the rise of slavery in America, the formation of slave and free black communities, the emergence of the planter class, the role of slavery in the economy and politics, the relationship between slavery and racism, and the legacy of slavery. Usually offered every second year. Last offered in the fall of 2000.

Ms. Bryant

AAAS 156a The Civil Rights Movement
[ss]

Explores the civil rights movement through primary readings and films. Includes an assessment of the consequences of the movement and the ongoing controversies over the best ways to achieve equality for black Americans. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Bryant

AAAS 158a Theories of Development and Underdevelopment
[nw ss]

Humankind has for some time now possessed the scientific and technological means to combat the scourge of poverty. The purpose of this seminar is to acquaint students with contending theories of development and underdevelopment, emphasizing the open and contested nature of the process involved and of the field of study itself. Among the topics to be studied are modernization theory, the challenge to modernization posed by dependency and world systems theories, and more recent approaches centered on the concepts of basic needs and of sustainable development. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Nyangoni

AAAS 163b Africa in World Politics
[ss]

Explores the impact of African states in world affairs; the African and Afro-Asian groups in the United Nations; relations with Eastern Europe, Western Europe, and the Americas; the Afro-Asian Movement; nonalignment; the Organization of African Unity; and Pan-Africanism. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Nyangoni

AAAS 164a Changing Institutions of Contemporary Africa
[nw ss]

Analyzes the influence of traditional cultures on new institutions developing in contemporary Africa. Emphasis on the impact of traditional cultures on post-independence social, religious, economic, and political institutions. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Mzamane

AAAS 167a African and Caribbean Comparative Political Systems
[nw ss]

Introduces students to the literature and method of comparative political analysis. Case studies central to the course will be Ghana, Tanzania, and Zimbabwe; and Puerto

Rico, Jamaica, and Cuba. Usually offered every second year. Will be offered in the spring of 2003.

AAAS 170b Seminar: Political Economy of Developing Countries
[ss]

Signature of the instructor required.

Analysis of political and economic issues in developing countries. Special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics include colonialism, nationalism, developing countries in the international system, state-building, rural development, and gender perspectives on underdevelopment. Usually offered every second year. Last offered in the spring of 2002.

Mr. Nyangoni

AAAS 175a Comparative Politics of North Africa
[nw ss]

Formation and development of political cleavages and cleavage systems, and of mass-based political groups. Analysis of the expansion of mass political participation, elections, the impact of the military on political groups, and international factors. Usually offered every second year. Last offered in the spring of 2002.

Mr. Nyangoni

Cross-Listed Courses

ANTH 133a

Tradition and the Contemporary Experience in Sub-Saharan Africa

ENG 16a

Nineteenth-Century African-American Literature: Texts and Contexts

ENG 17b

African Novel

ENG 116b

Eighteenth- and Nineteenth-Century Afro-American Literature

ENG 127b

Migrating Bodies, Migrating Texts

ENG 147b

South African Literature and Apartheid

POL 140a

Politics of Africa

SOC 120a

Africa Reoriented: Theory and Experience of the African Diaspora

SOC 125b

U.S.-Caribbean Relations

SOC 171a

Women Leaders and Transformation in Developing Countries

American History

See History.

Department of

American Studies

Courses of Study:
Major [B.A.]

Objectives

American studies takes an interdisciplinary approach to the culture, society, politics, institutions, identities, thoughts, values, and behavior of Americans, in all their variety, and to the critical issues that confront the United States domestically and internationally. Using materials central to the disciplines of American studies—film, literature, popular and material culture, music, art and architecture, oral history, social and intellectual history—the major is designed to provide students with an educated awareness of the way the United States, viewed as a civilization, frames the lives, aspirations, and self-perceptions of its citizens. Typically, students who enroll anticipate careers in law, business, public service, communications, education, journalism, museum work, and teaching, at all levels. As the sponsor of the programs in legal studies, film studies, journalism, and environmental studies, the American studies major aims to provide a broad background to those areas and welcomes students who seek active engagement with the contemporary world through firm grounding in a sound liberal arts education.

How to Become a Major

Normally, students declare their major in their sophomore year and attempt to complete the three required courses (see below) by the end of the first semester of their junior year, or at the latest, the end of their junior year. Working with a departmental advisor, students are urged to develop a coherent selection of electives tailored to their particular interests and gifts. Because of the close working relationship between the department and its resident programs (law, film, journalism, environmental studies) students often offer several courses in joint satisfaction of their major (American studies) and their program. Students wishing to earn departmental honors must write a senior thesis in a full year course, AMST 99d. Special opportunities are available for supervised internships (AMST 92a,b). Many majors gain a valuable cross-cultural perspective on America by studying abroad in their junior year.

Faculty

Jacob Cohen, Chair, American Studies, Director, Journalism Program
Culture and thought.

Joyce Antler
Women's history. Social history.

Mary Davis, Undergraduate Advising Head
Law and literature.

Thomas Doherty (Chair, Film Studies)
Film and culture.

Brian Donahue (Chair, Environmental Studies)
American environmental studies.

Henry Felt
Documentary film.

Richard Gaskins (Director, Legal Studies)
Law, social policy, and philosophy.

Laura Goldin
Environmental studies.

Eileen McNamara
Journalism, society, and politics.

Michael Socolow
Journalism. Communications history.

Daniel Terris
Literature and intellectual history.

Stephen Whitfield
Modern political and cultural history.

Requirements for the Major

A. AMST 10a (Foundations of American Civilization). Normally, students will take 10a in their sophomore year and no later than the spring term of their junior year. Exceptions should be discussed with the student's advisor.

B. AMST 100a (Classic Texts in the American Culture to 1900). Normally, students will take 100a in their sophomore year and no later than in their junior year. Students may take 100a in their senior year only in the most unusual circumstances, with the approval of the department chair.

C. AMST 100b (Twentieth-Century American Culture). After completing 100a, students must take 100b, normally in their sophomore or junior year.

D. Six (6) semester courses in American studies, chosen either from within the department or from other departments, with departmental approval.

E. To be eligible for departmental honors, seniors must enroll in AMST 99d (Senior Research) with departmental approval and participate in a year-long honors colloquium. AMST 99d does not satisfy other departmental requirements.

F. Not more than two courses satisfying a second major may be offered to complete the American studies major.

G. No course, whether required or elective, for which a student receives a grade below C- may be counted toward the major.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

AMST 10a Foundations of American Civilization

[ss]
Interpretations of the meaning of the myths, symbols, values, heroes and rogues, character ideals, identities, masks, games, humor, languages, expressive repertoire, and ideologies that are exhibited in the social, political, economic, and cultural history of the United States. Usually offered every year. Will be offered in the spring of 2003.
Mr. Cohen

AMST 15a Writing for the Media

[ss]
Core course for Journalism Program. Enrollment limited to 15.
A hands-on workshop designed to teach basic broadcast news writing skills, as well as techniques for gathering, producing, and delivering radio and television news. Stresses the importance of accuracy. Issues of objectivity, point of view, and freedom of the press are discussed. Writing assignments will be written on deadline. Usually offered every year. Last offered in the spring of 2002.
Staff

AMST 20a Environmental Issues

[ss]
An interdisciplinary overview of major environmental challenges facing humanity, including population growth, food production; limited supplies of energy, water, and other resources; climate change; loss of biodiversity; waste disposal and pollution. Students examine these problems critically and evaluate different ways of thinking about their causes and solutions. Usually offered every year. Will be offered in the fall of 2002.
Mr. Donahue

AMST 92 a or b Internship in American Studies

Signature of the instructor required.
Off-campus work experience in conjunction with a reading course with a member of the department. Requires reading and writing assignments drawing and amplifying the internship experience. Only one internship course may be submitted in satisfaction of the department's elective requirements. Usually offered every year.
Staff

AMST 97a Readings in American Studies

Enrollment limited to juniors and seniors. Signature of the instructor required.
Independent readings, research, and writing on a subject of the student's interest, under the direction of a faculty advisor. Usually offered every year.
Staff

AMST 97b Readings in American Studies

See AMST 97a for special notes and course description. Usually offered every year.
Staff

AMST 99d Senior Research

Enrollment limited to seniors. Signature of the instructor and the department chair required.

Seniors who are candidates for degrees with departmental honors should register for this course and, under the direction of a faculty advisor, prepare a thesis. In addition to regular meetings with faculty advisors, seniors will participate in an honors colloquium, a seminar group bringing together the honors candidates and members of the American studies faculty. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

AMST 100a Classic Texts in the American Culture to 1900

[wi ss]
Preference given to American studies concentrators. Signature of the instructor required.
Various visions of America from the earliest colonization through the Civil War are explored. Of special concern will be the ways the individual's inner life is conceived or expressed in relation to the new society and nation-building of the 18th and 19th centuries. Usually offered every year. Will be offered in the fall of 2002.
Staff

AMST 100b Twentieth-Century American Culture

[ss]
Prerequisite: AMST 100a.
The democratization of taste and the extension of mass media are among the distinguishing features of American culture in the 20th century. Through a variety of genres and forms of expression, in high culture and the popular arts, this course traces the historical development of a national style that came to exercise formidable influence abroad as well. Usually offered every year. Will be offered in the spring of 2003.
Staff

AMST 101a American Environmental History

[ss]
Provides an overview of the relationship between nature and culture in North America. Covers Native Americans, the European invasion, the development of a market system of resource extraction and consumption, the impact of industrialization, and environmentalist responses. Current environmental issues are placed in historical context. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Donahue

AMST 102a Women, the Environment, and Social Justice

[ss]
Signature of the instructor required.
Focuses on the profound and unique roles women have played in preserving and enhancing the natural environment and protecting human health. Students explore a wide range of environmental issues from the perspective of women and examine how women have been a driving force in key efforts to improve our environment. Also further explores the legal, ethical, and social issues embodied in environmental racism and classism. Usually offered second year. Will be offered in the spring of 2003.
Ms. Goldin

AMST 103a The American Experience: Approaches to American Studies

[ss]
Students examine the many meanings of the American experience by exploring the sources, subjects, and methodologies used in the practice of American studies. In the classroom and on field trips, students use such resources as fiction and poetry, photography and painting, oral history and music, and architecture and the natural landscape to enlarge their knowledge and understanding of American history and contemporary society. Highly recommended for students intending to write theses and those considering graduate school. Usually offered every fourth year. Last offered in the fall of 1998.
Staff

AMST 104b Brandeis and Its Environs: The Geographic Analysis of Your Community

[ss]
Signature of the instructor required. A library intensive course.
Learn how to know—and map—the place where you live. Develops skills for community environmental research. Intensive training in the use of GIS mapping software, while investigating ecological, historical, and other natural and cultural aspects of Brandeis, Waltham, and the surrounding environment. Usually offered every second year. Last offered in the spring of 2002.
Mr. Donahue

AMST 105a The Eastern Forest: Paleocology to Policy

[ss]
Can we make sustainable use of the Eastern Forest of North America while protecting biological diversity and ecological integrity? We explore the forest's ecological development, the impact of human cultures, attitudes toward the forest, and our mixed record of abuse and stewardship. Usually offered every second year. Last offered in the fall of 2001.
Mr. Donahue

AMST 106b The Pleasures and Perils of Eating: Food and Farming in America
[ss]

American food is abundant and cheap. Yet many eat poorly, and some argue our agriculture may be unhealthy and unsustainable. Students explore food issues and the history of American farming, and design a pleasing food system. Usually offered every second year. Last offered in the spring of 2002.

Mr. Donahue

AMST 111a Images of the American West in Film and Culture
[ss]

Explores how motion picture images of the West have reflected and shaped American identities, ideologies, and mythologies. Through a variety of films—silent, “classic,” and “revisionist”—and supplementary readings, we examine the intertwined themes of progress, civilization, region, nation, democracy, race, gender, and violence. Usually offered every fourth year. Last offered in the fall of 1997.

Staff

AMST 112b American Film and Culture of the 1950s
[ss]

Traces the decline of classical Hollywood cinema and the impact of motion pictures on American culture in the 1950s, especially Hollywood's representations of the Cold War. Students learn methods of cinematic analysis to conduct cultural historical inquiry. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Doherty

AMST 113a American Film and Culture of the 1940s
[ss]

Examines the nature of classical Hollywood cinema and the impact of motion pictures on American culture in the 1940s, especially Hollywood's representations of World War II. Students learn methods of cinematic analysis to conduct cultural historical inquiry. Usually offered every fourth year. Will be offered in the spring of 2003.

Mr. Doherty

AMST 113b American Film and Culture of the 1930s
[ss]

Traces the rise of Hollywood sound cinema and the impact of motion pictures on American culture in the 1930s, especially Hollywood's representations of the Great Depression. Students learn methods of cinematic analysis to conduct cultural historical inquiry. Usually offered every fourth year. Last offered in the spring of 2001.

Mr. Doherty

AMST 114a American Film and Culture of the 1920s
[ss]

Traces the rise and fall of silent Hollywood cinema and the impact of motion pictures on American culture in the 1920s, especially Hollywood's role in the revolution in morals and manners. Students learn methods of cinematic analysis to conduct cultural historical inquiry. All films are screened with a music score or live piano accompaniment. Usually offered every fourth year. Last offered in the fall of 2000.

Mr. Doherty

AMST 118a Gender and the Professions
[ss]

Enrollment limited to 30.

Explores gender distinctions as a key element in the organization of professions, analyzing the connections among sex roles, occupational structure, and American social life. Topics include work culture(s) compatible with sexual harassment, pay equity, the “mommy” and “daddy” tracks, and dual-career families. Among the professions examined are law, medicine, teaching, social work, nursing, journalism, business, and the clergy. Usually offered every second year. Last offered in the spring of 2001.

Ms. Antler

AMST 120b Film Theory and Criticism
[hum ss]

Signature of the instructor required.

A course for students with some preliminary background in film studies, providing a forum not only to see and to interpret films but to master the ways films are seen and interpreted. Classic Hollywood cinema will be examined. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Doherty

AMST 121a The American Jewish Woman: 1890-1990s
[ss]

Signature of the instructor required.

Surveys the experiences of American Jewish women in work, politics, religion, family life, the arts, and American culture generally over the last 100 years, examining how the dual heritage of female and Jewish “otherness” shaped their often conflicted identities. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Antler

AMST 123b Women in American History: 1865 to the Present
[ss]

A historical and cultural survey of the female experience in the United States with emphasis on issues of education, work, domestic ideology, sexuality, male-female relations, race, class, politics, war, the media, feminism, and antifeminism. Usually offered every third year. Last offered in the fall of 2000.

Ms. Antler

AMST 124b American Love and Marriage
[ss]

Signature of the instructor required.

Ideas and behavior relating to love and marriage are used as lenses to view broader social patterns such as family organization, generational conflict, and the creation of professional and national identity. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Antler

AMST 130b Television and American Culture
[ss]

An interdisciplinary course with three main lines of discussion and investigation: an aesthetic inquiry into the meaning of television style and genre; a historical consideration of the medium and its role in American life; and a technological study of televisual communication. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Doherty

AMST 131b News on Screen
[ss]

Combines an investigation of the history of broadcast journalism in America with practical training exercises in broadcast writing and Web production. Examines changes in the media landscape over the years and the legal and ethical issues facing contemporary broadcast journalists. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Socolow

AMST 132b International Affairs and the American Media
[ss]

Analyzes and assesses United States media coverage of major international events, personalities, and perspectives. The course is designed to introduce students to the international events over the past three decades as they have been interpreted by American journalists and media instructors and to challenge students to evaluate the limitations and biases of this reportage. Usually offered every second year.

Staff

AMST 134b The New Media in America
[ss]

Analyzes the social and cultural adaptation of new media in American history. Examines the ways Americans have thought about and accepted new methods of mass communications in the 20th century. Usually offered every year. Will be offered in the spring of 2003.

Mr. Socolow

AMST 135b The History and Principles of Photojournalism

[ss]

Signature of the instructor required.

Designed to introduce students to U.S. history as it has been recorded by photojournalists and to challenge students to evaluate the limitations and biases of this history in images. The course will analyze the major personalities, policies, institutions, and the technological advances in photojournalism since the mid-19th century, and will examine these within the context of historical changes in American society, government, and the media itself. Usually offered every second year. Last offered in the summer of 2001.
Staff

AMST 137b Journalism in Modern America

[ss]

Enrollment limited to 30. Core course for Journalism Program.

Examines what journalists have done, how their enterprise has in fact conformed with their ideals, and what some of the consequences have been for the republic historically and in contemporary terms. Usually offered every year. Will be offered in the fall of 2002.
Mr. Whitfield

AMST 138b Reporting Contemporary America

[ss]

Signature of the instructor required. Core course for Journalism Program.

Introduces students to the practice of news reporting for print media and links theory and history to the working craft of journalism. Trains students in the fundamentals of newsgathering and writing and provides an opportunity to practice those skills in conditions simulating a newsroom. A concern for ethics, balance, and accuracy is stressed in all assignments. Usually offered every second year. Last offered in the fall of 2000.
Staff

AMST 139b Reporting on Gender, Race, and Culture

[ss]

Signature of the instructor required.

An examination of the news media's relationship to demographic and cultural change, and of how journalistic ideologies influence the coverage of women and various ethnic and cultural groups. Usually offered every second year.
Staff

AMST 140b The Asian-American Experience

[ss]

Enrollment limited to 25.

An examination of the political, economic, social, and familial adaptation of Asian-Americans to American society from the mid-19th century to the present. Patterns of acculturation will be analyzed in relation to many factors in American society in addition to the composition, size, skills, and cultural values of the newcomers and their progeny. Usually offered every year. Last offered in the spring of 2002.
Staff

AMST 141b The Native American Experience

[ss]

Enrollment limited to 20.

Survey of Native American history and culture with focus on the social, political, and economic changes experienced by Native Americans as a result of their interactions with European explorers, traders, and colonists. Usually offered every third year. Last offered in the spring of 2001.
Staff

AMST 143a War and the American Imagination

[ss]

Enrollment limited to 30.

Explores how American culture and society—as investigated through novels, plays, poetry, photography, painting, television, and film—mediate wartime experiences. The concentration will be on the American “art of war” from the Civil War to the present. Usually offered every second year. Last offered in the spring of 2001.
Staff

AMST 149a On the Edge of History

[ss]

Examines how visionaries, novelists, historians, social scientists, and futurologists in America, 1888-2000, have imagined and predicted America's future and what those adumbrations—correct and incorrect—tell us about our life today, tomorrow, and yesterday when the predictions were made. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Cohen

AMST 155a American Individualism

(formerly 114b)

[ss]

This course may not be repeated for credit by students who have taken AMST 114b in previous years. Enrollment limited to 30. Through various major works, central dilemmas of the American experience will be examined: the ambition to transcend social and individual limitations and the tension between demands of self and the hunger for community. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Whitfield

AMST 156b America in the World

[ss]

Designed to elucidate how the United States—as a promise, as a dream, as a cultural projection—has interacted with the rest of the world (but primarily with Europe). Focuses less on the flow of people than on the flow of ideas, less on the instruments of foreign policy than on the institutions that have promoted visions of democracy, individual autonomy, power, and abundance. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Whitfield

AMST 160a U.S. Immigration History and Policy

[ss]

Enrollment limited to 25.

An examination of the economic, political, and ideological factors underlying immigration policy in U.S. history, especially since 1965. Analysis of contemporary immigration, refugee and asylum issues, and of problems of immigrant acculturation today. Usually offered every third year. Last offered in the fall of 2000.
Staff

AMST 163b The Sixties: Continuity and Change in American Culture

[ss]

Analysis of alleged changes in the character structure, social usages, governing myths and ideas, artistic sensibility, and major institutions of America during the 1960s. What were the principal causes and occasions for the change? Usually offered every second year. Will be offered in the fall of 2002.
Mr. Cohen

AMST 167b The Cultural Work of Religion in America

[ss]

Examines the roles of religion in the adaptation of ethnic and racial cultures to one another in the United States, and to the mainstream American culture. Topics include the ways in which Americans used their religious institutions to assimilate newcomers and to contain those they defined as the “other,” the religions of immigrants, and the responses of immigrants and Americans to religious pluralism. Usually offered every year. Last offered in the spring of 2002.
Ms. Farmelant

AMST 169a Ethnicity and Race in the United States

[ss]

Enrollment limited to 16.

Consideration of the experience of Native Americans, Euro-Americans, African-Americans, Latino-Americans, and Asian-Americans and distinctive patterns of racial and ethnic American pluralism and unity. Usually offered every second year. Last offered in the fall of 2001.
Staff

AMST 170a The Idea of Conspiracy in American Culture

[ss]
Consideration of the "paranoid style" in America's political and popular culture and in recent American literature. Topics include allegations of "conspiracy" in connection with the Sacco and Vanzetti, Hiss, and Rosenberg cases; anti-Semitism and anti-Catholicism; Watergate and Irangate. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Cohen

AMST 175a Violence in American Life

[ss]
Studies of the use of terror and violence by citizens and governments in the domestic history of the United States. What are the occasions and causes of violence? How is it imagined, portrayed, and explained in literature? Is there anything peculiarly American about violence in America? Usually offered every second year. Will be offered in the spring of 2003.
Mr. Cohen

AMST 180b Topics in the History of American Education

[ss]
Examines major themes in the history of American education, including changing ideas about children, childrearing, and adolescence; development of schools; the politics of education; education and individual life history. Usually offered every second year. Will be offered in the spring of 2003.
Ms. Antler

AMST 183b Sports and American Culture

[ss]
How organized sports have reflected changes in the American cultural, social, and economic scene, and how they have reflected and shaped the moral codes, personal values, character, style, myths, attachments, sense of work and play, fantasy, and reality of fans and athletes. Usually offered every second year. Last offered in the fall of 2001.
Mr. Cohen

AMST 185b The Culture of the Cold War

[ss]
Addresses American political culture from the end of World War II until the revival of liberal movements and radical criticism. Attention will be paid to the specter of totalitarianism, the "end of ideology," McCarthyism, and the crisis of civil liberties, and the strains on the pluralistic consensus in an era of anti-communism. Usually offered every year. Will be offered in the fall of 2002.
Mr. Whitfield

AMST 186a Topics in Ethics, Justice, and Public Life

[ss]
Signature of the instructor required.
Introduces a significant international ethics or social justice theme and prepares students to integrate academic and community work during an internship. Special attention is given to comparative issues between the

United States and other nations and regions. Usually offered every year. Last offered in the spring of 2002.
Mr. Terris and Staff

AMST 187a The Legal Boundaries of Public and Private Life

[ss]
Signature of the LGLS program administrator required.
Confrontations of public interest and personal rights across three episodes in American cultural history: post-Civil War race relations, progressive-era economic regulation, and contemporary civil liberties, especially sexual and reproductive privacy. Critical legal decisions examined in social and political context. Usually offered every second year. Last offered in the fall of 2001.
Mr. Gaskins

AMST 188b Justice Brandeis and Progressive Jurisprudence

[ss]
Signature of the LGLS program administrator required.
Brandeis's legal career serves as model and guide for exploring the ideals and anxieties of American legal culture across the 20th century. Focus on how legal values evolve in response to new technologies, corporate capitalism, and threats to personal liberty. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Gaskins

AMST 191b Greening the Ivory Tower: Researching and Improving the Brandeis Environment

[ss]
Signature of the instructor required.
Uses the Brandeis campus as model laboratory for applied environmental study, research, and implementation of environmentally beneficial initiatives. Students analyze the environmental impact of human activities within the existing legal, political, and social structure; learn basic research strategies for auditing and assessing the effect of these activities; and contribute to the overall understanding of the environmental impact of the Brandeis community on its surroundings. Usually offered every year. Will be offered in the fall of 2002.
Ms. Goldin

AMST 196d Film Workshop: Recording America

[ss]
Does not participate in early registration (April and October). Signature of the instructor required. Admission by consent of the instructor on the basis of an interview. It is preferred that students concurrently take an American studies course.
The training of students in audiovisual production to explore aspects of American urban society. Production format will include video, slide, tape, and audio. Students should be prepared to create a documentary during this course. Usually offered every year. Will be offered in the fall of 2002.
Mr. Felt

Cross-Listed Courses

Other courses given by American studies faculty that satisfy American studies elective requirements.

HS 104b

American Health Care

JOUR 103b

Advertising and the Media

JOUR 104a

Political Packaging in America

JOUR 107b

The Media and Public Policy

JOUR 110b

Ethics in Journalism

JOUR 112b

Literary Journalism: The Art of Feature Writing

JOUR 125b

Journalism of Crisis

LGLS 10a

Introduction to Law

LGLS 114a

American Health Care: Law and Policy

LGLS 120a

Sex Discrimination and the Law

LGLS 121b

Law and Social Welfare: Citizen Rights and Government Responsibilities

LGLS 126b

Marriage, Divorce, and Parenthood

LGLS 127b

Law and Letters in American Culture

LGLS 129b

Law, Technology, and Innovation

LGLS 132b

Environmental Law and Policy

LGLS 137a

Libel and Defamation, Privacy and Publicity

PHIL 74b

Foundations of American Pragmatism

Department of

Anthropology

Courses of Study:
 Minor
 Major (B.A.)
 Combined B.A./M.A.
 Master of Arts
 Doctor of Philosophy

Objectives

Undergraduate Major

The Department of Anthropology offers courses covering the discipline's four major subfields: sociocultural anthropology, linguistic anthropology, physical anthropology, and archaeology. The major is structured to provide an introduction to the major concepts, methodologies, and theoretical issues of anthropology, while permitting each student sufficient latitude to pursue his or her own special interests.

Graduate Program in Anthropology

The graduate program in anthropology, leading to the M.A. and Ph.D. degrees, is designed to produce scholars who will broaden our knowledge of culture and society. Graduate training is based on required courses in the history, theory, and method of anthropology and on elective courses in the subfields of anthropology (sociocultural anthropology, archaeology, biological anthropology, and linguistic anthropology). Some graduates of the program accept appointments at colleges and universities; a number take employment in government, private institutions, or foundations. Intensive training for independent research is stressed, with particular emphasis on comparative studies and fieldwork.

How to Become an Undergraduate Major

Students who wish either to major in anthropology or to study for a minor in anthropology should see the undergraduate advisor, who will discuss specific interests and assign an advisor. This consultation is especially important for those interested in a particular subfield. ANTH 1a (Introduction to the Comparative Study of Human Societies) and 5a (Human Origins) [(or ANTH 1a and ANTH 61b (Language in American Life) for students on the linguistic anthropology track)] should be taken early in a student's academic career. Majors are encouraged to select honors research projects, particularly those students considering graduate study in anthropology or other professional training.

The department sponsors credit-bearing internships (ANTH 92a and b) for junior and senior majors and minors. Internships combine off-campus work that provides a significant anthropological learning experience and academic study supervised by a departmental faculty sponsor. Majors may substitute one internship for the ninth

elective course option. Students doing summer internships register for course credit in the following fall semester. A minimum of a B+ grade point average in anthropology courses is required for eligibility. For information see *Guidelines for Anthropology Internships* available from the undergraduate advisor.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, specified in an earlier section of the *Bulletin*, apply to candidates for admission to graduate study in anthropology. Admission decisions are based primarily on the candidate's undergraduate academic record, letters of recommendation, and the personal statement that is part of the application form. It is also advisable that the results of the Graduate Record Examination be submitted. A personal interview on campus is encouraged, but not required.

Applicants to the Master of Arts program or for study towards the joint degree of Master of Arts in anthropology and women's studies need not have completed an undergraduate major in anthropology or sociology-anthropology, although they may be required to make up deficiencies while those of arts program in anthropology or anthropology and women's studies may, after having completed the equivalent of their first semester's course-work, apply for admission to the doctoral program. Their applications will be considered along with the pool of candidates from outside Brandeis seeking admission directly to the doctoral program. Candidates for the Master of Arts program in anthropology or in anthropology and women's studies with demonstrated financial need may petition to the graduate school for partial tuition scholarships.

Students may apply for admission directly to the doctoral program in anthropology. Preference will be given to those with an undergraduate background in anthropology or in sociology-anthropology. In any case, applicants to the doctoral program must demonstrate that their anthropological interests are well defined and that these interests are congruent with and acceptable to those of the Brandeis anthropology department faculty. Full tuition scholarships and cash fellowships are awarded to students in the doctoral program on a competitive basis. Need-based tuition remission is also available upon application. Assuming satisfactory progress in the doctoral program, fellowship and tuition scholarship aid would be maintained for four years.

Faculty

Richard Parmentier, Chair

Semiotic anthropology. Historical anthropology. Material culture. Language and communications. Oceania. Middle Ages. United States.

Mark Auslander

Religion. Kinship. Historical anthropology. Development. Africa. United States.

Jeffrey Blomster

Anthropological archeology. Complex societies. Interregional interaction. Mesoamerica.

Elizabeth Ferry

Economic anthropology. Property and value. Latin America. Mexico.

David Jacobson

Social anthropology. Urban social organization. Psychosocial transitions. Families and households. Computer-mediated communication. United States. Africa.

Susan Kahn

New kinship studies. Anthropology of Jews and Judaism. Gender. Middle East.

Sarah Lamb, Women's Studies Liaison and Undergraduate Advising Head

Social-cultural theory. Gender studies. Anthropology of aging. Medical anthropology. Immigrant and transnational communities. South Asia.

Janet McIntosh

Cognitive anthropology. Linguistic anthropology. Religion. East Africa.

Ann Morrison Spinney

Anthromusicology. Native American studies. Popular music.

Ellen Schattschneider

Religion. Anthropology of the body. Commodification. Psychoanalytic theory. East Asia. Japan.

Javier Urcid, Graduate Advising Head

Archaeology. Bioarchaeology. Complex societies. Writing systems. Comparative aesthetics. Mesoamerica.

Requirements for the Undergraduate Major

A. Required of all majors: A minimum of nine semester courses in anthropology, to include ANTH 1a, ANTH 5a, and ANTH 83a (or ANTH 1a, 83a, 186b, and LING 100a) for students on the Linguistic Anthropology track).

B. Honors candidates are required to take ANTH 99d. One semester course credit from this year-long, two-semester course may be counted towards the above nine courses.

C. A student may petition to have a course taken in another department replace one anthropology course requirement, provided that course is clearly related to the student's program. An approved internship in anthropology, completed for credit, may be counted as fulfilling one course requirement for the major in place of a course taken in another department.

D. A minimum of five of the nine courses required for the major must be taken from Brandeis anthropology faculty.

E. No course with a final grade below C- can count toward fulfilling the requirements for the major in anthropology.

Linguistic Anthropology Track

The following alternative track is recommended to anthropology majors with a special interest in linguistics. The purpose of this program is to introduce major issues and ideas in the study of language, the study of sociocultural systems, and the study of relations between language, society, and culture. Students interested in linguistic anthropology should arrange their programs in consultation with Ms. McIntosh. Requirements for the major for students who choose this track are as follows:

A. ANTH 1a and ANTH 83a.

B. ANTH 186b and LING 100a.

C. A minimum of four other anthropology courses chosen from those listed in the departmental offerings.

D. A minimum of one other linguistics course from the LING listing (selection to be approved by the student's faculty advisor in anthropology).

E. Candidates for a degree with honors should enroll in ANTH 99d during their senior year.

Archaeology Track

A. The archaeological track is designed to provide a coherent curriculum for anthropology students desiring to focus on archaeology. The curriculum is particularly recommended to those students considering the study of archaeology on the graduate level. Such students are encouraged to seek the advice of Mr. Urcid in designing their undergraduate programs.

B. Basic course requirements for the archaeological track are the same as those described under *Requirements for the Major* (above), and include ANTH 1a, ANTH 5a, and ANTH 83a.

C. Of the remaining courses required for the anthropology major, it is recommended (but not necessary) that students following the archaeology track include as many as possible of the following: ANTH 60a, ANTH 60b, ANTH 110a, ANTH 116a, ANTH 123a, ANTH 136a, ANTH 141b, ANTH 147b, ANTH 149a, ANTH 187a, and ANTH 188b in their program.

D. Candidates for a degree with honors must enroll in ANTH 99d during their senior year.

Requirements for the Undergraduate Minor

Five semester courses are required, including the following:

A. ANTH 1a.

B. *Either* ANTH 5a *or* ANTH 61b.

C. Three courses in anthropology, to be chosen in consultation with the student's advisor in the department.

D. A minimum of three of the five courses required for the minor must be taken from Brandeis anthropology faculty.

E. No course with a final grade below C- can count toward fulfilling the requirements for the minor in anthropology.

Combined B.A./M.A. Program

The four-year B.A./M.A. Degree Program in Anthropology is designed to enable exceptional or gifted undergraduates to earn two degrees simultaneously during their period of study at Brandeis University. The program provides a strong academic grounding for those students who aspire to a professional career in anthropology and anticipate continuing their studies elsewhere for the doctoral degree. Eligibility for the program is normally limited to anthropology majors who have maintained a minimum 3.40 (B+) grade point average overall and a 3.67 (A-) grade point average in anthropology courses for their first six semesters of undergraduate study. Students admitted to the program must fulfill all the requirements for a major in anthropology *with honors*, as well as the special requirements of the College of Arts and Sciences and the Department of Anthropology for the combined B.A./M.A. Specifically, they must complete a minimum of three years residence on campus, one of which is at the graduate level; a total of 38 courses (vs. the 32 required for the bachelor's degree); six anthropology courses at the graduate level (100+ numbered courses), including ANTH 190a and ANTH 193b, beyond the nine (10 in honors) required for the major in anthropology, with a minimum grade of B- in each; and an acceptable master's research paper (or honors thesis), evaluated by the student's advisor and one additional anthropology faculty member.

All candidates for the combined B.A./M.A. must complete all the requirements for the program by the end of their eighth semester (for entering freshmen). If the requirements for the M.A. portion are not complete at that time then the student is only eligible for the B.A. degree.

Requirements for the Degree of Master of Arts

Program of Study

Students admitted to the Master of Arts Program in Anthropology must fulfill the Graduate School residence requirement of one full year of course-work. Course requirements will include a two-semester foundational sequence, ANTH 190a (formerly ANTH 200a) (History of Anthropological Thought) and ANTH 193b (formerly ANTH 203a) (Contemporary Issues in Anthropological Theory). In addition to the above, all candidates for the Master of Arts degree in anthropology must meet the following requirements:

A. Complete a program consisting of six elective courses designed around their anthropological interests, selected with the approval of a faculty advisor to be assigned each student upon matriculation.

B. Submit an acceptable master's research paper, evaluated by their advisor and one additional faculty member. There is no foreign language requirement for the Master of Arts degree in anthropology.

Requirements for the Joint Degree of Master of Arts in Anthropology and Women's Studies

Students who are candidates for the joint degree of Master of Arts in anthropology and women's studies must:

A. Complete ANTH 144a (The Anthropology of Gender), ANTH 190a (formerly ANTH 200a, History of Anthropological Thought), and ANTH 193b (formerly ANTH 203a, Contemporary Issues in Anthropological Theory).

B. Complete WMNS 205a, the foundational course in women's studies. Under certain circumstances an alternative course can be taken instead of WMNS 205a. See advisor for approval.

C. Complete two elective graduate courses in women's studies chosen from the list of courses in the *Bulletin*, at least one of which must be from a field other than anthropology.

D. Complete two additional elective graduate courses in anthropology, selected with the approval of their advisor.

E. Submit an acceptable master's research paper, dealing with a topic related to anthropology and women's studies, approved by their advisor. The paper must be evaluated by their advisor and one additional faculty member.

F. Attend the year-long, noncredit, eight-part Women's Studies Colloquium Series.

There is a residence requirement of one full year of course-work. There is no language requirement for the joint master's degree in anthropology and women's studies. Students interested in the joint degree program should consult with the anthropology department women's studies liaison, Ms. Lamb.

Requirements for the Degree of Doctor of Philosophy

Program of Study

Flexibility in the curriculum allows doctoral students to organize a program of study around their particular anthropological interests. At the same time, the program is structured so that a broad familiarity with the anthropological discipline is achieved. Students entering through the Brandeis Master of Arts program will have already completed the two foundational courses in anthropology [ANTH 190a [formerly ANTH 200a] and ANTH 193b [formerly ANTH 203a]]. All others must complete these two core courses during their first year of residence. These courses emphasize epistemological issues in cross-cultural research and the relationship between scientific and humanistic modes of inquiry. Additional courses may be required as determined by the student's advisory committee. From their courses and outside reading, students must obtain a high level of competence in a specific topical field of anthropological research and in at least one culture area.

Graduate-level course offerings at Brandeis are augmented by the University's participation in a cross-registration program with Boston College, Boston University, Tufts University, and Wellesley College. Anthropology students are eligible to take courses at these institutions with the approval of their advisor. Students with an interest in archaeology may also take courses offered through the Center for Materials Research in Archaeology and Ethnology, a Boston-area consortium comprised of faculty from Brandeis, Boston University, Harvard University, M.I.T., the Museum of Fine Arts, Tufts University, UMass Boston, and Wellesley College. Students interested in gender and women's studies may enroll in interdisciplinary courses offered through the Radcliffe Consortium.

Candidates for the doctoral degree work closely with an advisory committee consisting of two anthropology department faculty members, one of whom, the principal advisor, is in a field of specialization related to the interest of the student. The advisory committee has the following responsibilities: (1) to aid the student in constructing a coherent program of course-work leading to a high level of competency in one or more areas of anthropological theory and methodology; (2) to make certain that the courses selected include exposure to other areas within the discipline; (3) to ensure that a component of interdisciplinary study is included; and (4) to ensure that the student is knowledgeable in the anthropology of one or more of the world's culture areas. Each semester the department faculty as a whole meets to evaluate the progress of students in the doctoral program.

Teaching Requirement

Students will be required to serve as teaching fellows as part of their Ph.D. training.

Residence Requirement

Candidates for the degree of Doctor of Philosophy in anthropology are required to meet the residence requirement as set forth by the Graduate School.

Qualifying Procedure

During the year following completion of residence and course requirements (normally the end of the second year of full-time study) students must take a general examination that tests for their overall mastery of anthropological history, theory, and methodology. In subsequent years they will study independently in their area of specialization, completing additional course-work, including reading courses if needed, and writing a Specialist Essay. The Specialist Essay requires a student to focus on a theoretical and/or topical issue relevant to their proposed dissertation research. Upon successful completion of the essay, students submit a brief prospectus, outlining their proposed dissertation research, for approval by their advisory committee. Students then normally apply for research grants to fund their project and engage in fieldwork and/or data gathering, followed by the writing of a dissertation.

Language Requirement

A reading knowledge of at least one foreign language must be demonstrated by written examination prior to the third year of enrollment and, at some point before graduation, by the submission of a research paper (such as a course paper) or doctoral dissertation in which sources in the selected language contribute to the research.

Dissertation and Defense

The completed dissertation must be successfully defended in an oral examination, as required by University regulations, before it can be formally accepted. At that point the department will recommend to the dean of arts and sciences that the degree of Doctor of Philosophy in anthropology be awarded the candidate.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

ANTH 1a Introduction to the Comparative Study of Human Societies

[nw ss]
Selected ethnographic cases from band, tribe, and state-level societies. Includes the study of the concept of culture, kinship and social organization, political economy, gender and sexuality, religion and ritual, symbols and language, and social change. Consideration of anthropological research methods and approaches to cross-cultural analysis. Usually offered every year. Will be offered in the fall of 2002.

Ms. Lamb

ANTH 5a Human Origins

[ss]
Human physical and cultural development from the beginning to the rise of civilization. Includes human evolution, human fossil and archaeological record, origins of agriculture and settled human life, and origins and development of civilization. Usually offered every year. Will be offered in the spring of 2003.

Mr. Blomster

ANTH 20b The Development of Human Food Production

[nw ss]
Systems of human food production are examined, emphasizing technology and social organization. The core of the course is the detailed investigation of three case studies. The food-population crisis is examined as a case of the complex relationship between food production, social organization, and population. An examination of the Green Revolution leads us back to the question that started the course: Can the world's population be fed in the future? Usually offered every year. Will be offered in the fall of 2002.

Ms. Ferry

ANTH 26a Communication and Media

[ss]
The exploration of human communication from cross-cultural perspective. Examination of communication codes based on language and visual signs. The cultural impact of revolutions in media technology, including printing, television, computer networks, and advertising. Usually offered every third year. Will be offered in the spring of 2003.

Ms. McIntosh

ANTH 55a Models of Development: Third World

[nw ss]
Investigates in detail models of development currently in use: the orthodox model of the industrial revolution, the underdevelopment challenge to the orthodox model, and a radically new model, sustainable development. Particular attention is paid to the development history of selected Third

World countries in the 20th century. Usually offered every second year. Will be offered in the spring of 2003.

Staff

ANTH 60a Introduction to Archaeological Methods

[ss]
Enrollment limited to 25.
An introduction to the methods of archaeology, emphasizing procedures for designing and conducting field and laboratory research. The course provides the basic training for participation in archaeological fieldwork or laboratory projects. Usually offered every year. Will be offered in the fall of 2002.

Mr. Blomster

ANTH 60b Introduction to Archaeological Analysis

[ss]
Enrollment limited to 18.
Introduction to techniques applied in the analysis of archaeological remains. Topics include cataloging, classification and taxonomy, conjoining and reconstruction of objects, electronic databases, quantitative and qualitative analysis, statistical techniques, spatial analysis, archaeological illustration, reporting and exhibition of archaeological materials. Usually offered every second year. Last offered in the spring of 2002.

Staff

ANTH 61b Language in American Life

[ss]
Examines the relations between language and some major dimensions of American social life: social groupings (the structures of ethnic, regional, class, gender, and generational relations); social settings (such as courtrooms, schoolrooms, and homes); and social interaction. Usually offered every year. Will be offered in the fall of 2002.

Ms. McIntosh

ANTH 62a Non-Western Musical Traditions

[nw ca ss]
Enrollment limited to 50.
Explores non-Western musical traditions in social and cultural context, with some emphasis on sub-Saharan Africa. Through selected case studies, examines musical systems in terms of their aesthetic conventions, instrumentation, and performance organization. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Spinney

ANTH 80a World Religions

[nw ss]
An introduction to the literatures, doctrines, rituals, and histories of Hinduism, Buddhism, Christianity, and Islam. Examines the founders, key philosophies, geographical spread, and social contexts for each religion. Explores the increasing fundamentalism, pluralism, feminism, and nationalism in modern religious movements. Usually offered every year. Will be offered in the fall of 2002.

Ms. Schattschneider

ANTH 83a Anthropological Inquiry

[wi ss]
Prerequisite: ANTH 1a or 5a.
An ethnographic and comparative survey of key paradigms of anthropological explanation. Evaluation of exemplary theoretical statements and empirical case studies. Relationship of anthropological models to contemporary social theory. Usually offered every year. Will be offered in the fall of 2002.

Mr. Jacobson

ANTH 83b Fieldwork

[ss]
Signature of the instructor required.
An introduction to the theory and practice of fieldwork. The course will include discussion of classical and contemporary accounts of doing ethnographic research. Students will conduct supervised fieldwork in a variety of local settings. Usually offered every second year. Last offered in the spring of 2002.

Mr. Jacobson

ANTH 84b Cross-Cultural Art and Aesthetics

[nw ss]
Enrollment limited to 30.
A cross-cultural and diachronic exploration of art, focusing on the communicative aspects of visual aesthetics. The survey takes a broad view of how human societies deploy images to foster identities, lure into consumption, generate political propaganda, engage in ritual, render sacred propositions tangible, and chart the character of the cosmos. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Urcid

ANTH 90a Independent Fieldwork

Signature of the instructor required. Four semester course credits, of which a maximum of two may count toward the major. May not be taken by students who have taken either ANTH 90a or 90b in previous semesters.
Students proposing to take this course are expected to work out a detailed plan of study for one semester with the help of two anthropology faculty members. This plan is to be submitted to the department for its consideration before the end of the semester preceding the one in which 90a would be taken. Approval depends on the department's resources for supporting the student's plan as well as on the student's competence and the excellence of the plan itself. Usually offered every year.

Staff

ANTH 90b Independent Fieldwork

See ANTH 90a for special notes. Usually offered every year.

Staff

ANTH 92a Internship and Analysis

No more than one departmental internship for credit. Signature of the instructor required.
The department sponsors internships for junior and senior majors and minors. Internships combine off-campus work that provides a significant anthropological learning experience and academic study supervised by a departmental faculty sponsor.

Majors may substitute one internship for the ninth elective course option. Students doing summer internships register for course credit in the following fall semester. A minimum of a B+ grade point average in anthropology courses is required for eligibility. For information see *Guidelines for Anthropology Internships* available from the undergraduate advisor. Usually offered every year.
Staff

ANTH 92b Internship and Analysis
No more than one departmental internship for credit.

Usually offered every year.
Staff

ANTH 98a Readings in Anthropology
Signature of the instructor required.
Separate sections are offered on demand for the subdisciplines of sociocultural anthropology, archaeology, linguistics, and physical/biological anthropology. Usually offered every year.
Staff

ANTH 98b Readings in Anthropology
Signature of the instructor required.
Separate sections are offered on demand for the subdisciplines of sociocultural anthropology, archaeology, linguistics, and physical/biological anthropology. Usually offered every year.
Staff

ANTH 99d Senior Research
Signature of the instructor required.
Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

ANTH 105a Symbol, Myth, and Ritual
[nw ss]
Enrollment limited to advanced undergraduate and graduate students.
Myth and ritual studied as two interlocking modes of cultural symbolism. Theoretical approaches to myth are evaluated by looking at creation and political myths. Performative, processual, and spatial models of ritual analysis are evaluated by study of initiation, sacrifice, and funerals. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Schattschneider

ANTH 108b History, Time, and Tradition
[ss]
Topics relating to the diachronic dimension of societies are explored in cross-cultural and interdisciplinary perspectives: the cultural construction of the past, temporal and calendrical systems, the invention of tradition, ethnohistorical narrative, and historical preservation. Usually offered every third year. Will be offered in the spring of 2003.
Mr. Parmentier

ANTH 110a Introduction to Human Evolution
[qr ss]
Enrollment limited to 25.
An introduction to the study of the human fossil record and how biological and geological evidence is interpreted to reconstruct the past. Evolutionary trends and relationships will be explored through data analysis in the Archaeology Laboratory. Usually offered every year. Will be offered in the fall of 2002.
Mr. Blomster

ANTH 116a Human Osteology
[ss sn]
Enrollment limited to 15.
Human skeletal anatomy from an evolutionary and a functional perspective. Students learn to identify and interpret the bones of the human skeleton and are introduced to specific techniques for aging, sexing, and recognizing pathologies on skeletal material. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Urcid

ANTH 123a Directions and Issues in Archaeology
[ss]
An examination of concepts involved in the archaeological study of the human past. Selected readings will be discussed as illustrations of major theoretical and methodological issues. Usually offered every second year. Last offered in the fall of 2001.
Mr. Urcid

ANTH 125b Investigations in an Unfamiliar Language
[ss]
Prerequisite: ANTH 61b or LING 100a.
Using a native speaker of an unfamiliar language (such as Turkish or Amharic) as a source of data, the class will investigate the structure of the language and compare it with the structure of English and other familiar languages. May be repeated for credit. Usually offered every second year. Last offered in the spring of 2001.
Staff

ANTH 126b Cultural Semiotics
[ss]
Provides a historical survey of the development of theories of signs and symbols; comparison of Peircean and Saussurean foundations of modern semiotics; the structure of cultural codes, (language, art, music, and dress) and the possibility of crosscultural typologies. Usually offered every fourth year. Last offered in the fall of 1998.
Mr. Parmentier

ANTH 127a Medicine, Body, and Culture
[nw ss]
Enrollment limited to 25.
Examines main areas of inquiry in medical anthropology, including medicine as a sociocultural construct, patients and healers in comparative medical systems, the "discovery" of the two sexes and its ramifications, and the medicalization of the life cycle. Usually offered every second year. Last offered in the spring of 2002.
Ms. Lamb

ANTH 128a Meaning and Material Culture
[ss]
An investigation of the relationship between cultural meaning and material objects. Central objects are emblems of social identity (fabric, houses, monuments), objectifications of value (money, valuables, commodities), and aesthetic representations (images, icons, statues). Usually offered every second year. Last offered in the fall of 2001.
Mr. Parmentier

ANTH 133a Tradition and the Contemporary Experience in Sub-Saharan Africa
[nw ss]
Explores the variety and richness of indigenous African social and cultural forms, such as the organization of the family; indigenous political systems; rank and slavery; traditional economics; ideas about magic, witchcraft, and religion; and the arts. Usually offered every fourth year. Last offered in the spring of 1999.
Staff

ANTH 134a South Asia: Tradition and the Contemporary Experience
[nw ss]
May be repeated for credit if taught by different instructors.
Examines the diversity and richness of the cultures and societies of South Asia, with a focus on India. Concentrates on the lived experiences of class, caste, gender, religion, politics, and region in people's everyday lives. Usually offered every second year. Last offered in the spring of 2001.
Ms. Lamb

ANTH 135a Paradoxes of Peoplehood in Contemporary Israel
[ss]
Prerequisite: ANTH 1a or permission of the instructor. Enrollment limited to 25.
Explores a wide range of materials about social experience in Israel, with a particular focus on marginalized or frequently overlooked social groups. Topics include women in Israeli society, critical perspectives on ethnicity and religion, the relationship between gender and citizenship, disability and identity, and nationalism and sexuality. Usually offered every fourth year. Last offered in the spring of 1999.
Staff

ANTH 135b Modern South Asia: Society and Politics

[nw ss]

Examines the intricate relationship between politics and society in modern South Asia. Topics include colonial-era British institutional development, the role of religion in South Asian politics, the emergence of ethnic conflict, and the performance of post-colonial government. Usually offered every fourth year. Last offered in the spring of 1998. Staff

ANTH 136a State Formation in Comparative Perspective

[ss]

Prerequisite: One course dealing with "ancient societies."

Comparative and multidisciplinary understanding of the development of complex societies in the ancient world.

Archaeological, ethnographic, and textual data from exemplary case studies (Uruk, Hawaii, Bali, Teotihuacan, Minos, Angkor, Inca) are used to evaluate theoretical models of state formation. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Blomster

ANTH 137a Modes of Thought

[ss]

An exploration of worldviews among literate and nonliterate peoples with reference to the roles of social structure, language, literacy, and experience in the development of ideas about reality and with regard to criteria suggested for evaluating the "rationality" of belief statements and behavior. Usually offered every second year. Will be offered in the fall of 2002.

Ms. McIntosh

ANTH 138a Social Relations in Cyberspace

[wi ss]

Enrollment limited to 20.

Provides an introduction to various forms of computer-mediated communication (e.g., email, newsgroups, bulletin boards, and virtual communities) and the ways in which people interact in these different contexts of cyberspace. Students are expected to do online research. Usually offered every year. Will be offered in the fall of 2002.

Mr. Jacobson

ANTH 139b Language, Ethnicity, and Nationalism

[ss]

Enrollment limited to 20.

It is often assumed that language differences divide people, while a common language unites them. To what extent is this true? Taking cross-cultural and historical approaches, we examine concepts of "speech community," tribe, ethnicity, and nation. Explores what kinds of social groupings these terms might label; some ideologies connected with their use; and their relationship with communication systems. Usually offered every second year. Last offered in the spring of 2001.

Ms. McIntosh

ANTH 141b Engendering Archaeology: Exploring Women's and Men's Lives in the Past

[ss]

Prerequisite: ANTH 5a, 60a, or 110a recommended. Enrollment limited to 20.

Explores the potential for reconstructing a prehistory of people through archaeology. Topics include theoretical foundations of creating engendered pasts, methodological aspects of "doing" engendered archaeology, and intersections between political feminism, knowledge production, and the politics of engendered archaeology. Usually offered every third year. Last offered in the spring of 2002.

Staff

ANTH 144a The Anthropology of Gender

[nw ss]

Enrollment limited to 25.

An examination of gender constructs, sexuality, and cultural systems from a comparative perspective. Topics include the division of labor, gender complementarity, "matriarchy" and "patriarchy," women's rituals, gender in language, and feminist anthropology. Usually offered every year. Will be offered in the fall of 2002.

Ms. Lamb

ANTH 145a Anthropology of the Body

[ss]

Enrollment limited to 25.

Explores a range of theories that use the body to understand society, culture, and gender. Topics include how social values and hierarchies are written in, on, and through the body; the relationship between body and gender identity; and experiences and images of the body cross-culturally. Usually offered every third year. Last offered in the spring of 2001.

Ms. Lamb

ANTH 147b The Rise of Mesoamerican Civilization

[nw ss]

Traces the great pre-Columbian civilizations of Mesoamerica, the area bounded by northern Mexico and Central America.

Mesoamerica came to host such peoples as the Aztec and Maya, whose cultures rivaled those of ancient Mesopotamia and Egypt. Considers archaeological evidence for the factors that may have played a role in this spectacular evolutionary achievement. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Urcid

ANTH 149a Archaeology of Egypt and Canaan in Ancient Times

[ss]

Enrollment limited to 15.

Surveys the major archaeological sites in Egypt and Asia from 2200 BCE to 600 BCE. Some 20 sites in modern day Egypt, Israel, Jordan, Lebanon, and Syria form the focus of lectures and discussions. Particular attention is given to interpreting the cultural remains in the light of historical and literary evidence. Usually offered second year. Will be offered in the spring of 2003.

Mr. Cohen

ANTH 151b Folk Religion and Women's Lives

[ss]

Cross-cultural anthropological and folkloristic consideration of women's lived religion. Considers the role of female laity in shaping religion, especially in contrast with formal doctrines, texts, and officials. Areas to be studied include Greece, India, Mexico, Ireland, Thailand, Korea, Morocco, and several American communities. Usually offered every fourth year. Last offered in the spring of 1999.

Staff

ANTH 153a Writing Systems and Scribal Traditions

[nw ss]

Compares graphic forms of communication, ranging from semasiographic to alphabetic systems, from archaeological and ethnographic perspectives. Explores the social functions of early writing systems, the linkage of literacy and political power, and the production of historical memory. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Urcid

ANTH 154b Selected Topics in Comparative Religion: Seminal Works in the Study of Religion

[ss]

Readings and discussion of works by W.R. Smith, E.B. Tylor, William James, Sigmund Freud, Emile Durkheim, and Max Weber. Usually offered every third year. Will be offered in the spring of 2003.

Staff

ANTH 155b Psychological Anthropology

[ss]

An examination of the relationship between sociocultural systems and individual psychological processes with a critical evaluation of selected theories and studies bearing on this problem. Usually offered every second year. Will be offered in the spring of 2003.

Ms. McIntosh

ANTH 156a Power and Violence: The Anthropology of Political Systems

[nw ss]

Political orders are established and maintained by varying combinations of overt violence and the more subtle workings of ideas. The course examines the relationship of coercion and consensus, and forms of resistance, in historical and in contemporary settings. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Ferry

ANTH 157a Families and Households

[ss]

Describes and analyzes several family types and households in contemporary American life, interpreting them in their cultural contexts and comparing them with similar arrangements in other cultures. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Jacobson

ANTH 158a Urban Anthropology

[ss]

Comparative study of strategies used in coping with the complexity of urban life. Attention will be given to analyzing and evaluating the theories, methods, and data anthropologists and others use in their studies of urban social organization. Usually offered every second year. Last offered in the spring of 2002.

Mr. Jacobson

ANTH 160b Mind, Self, and Emotion in Culture

[ss]

Examines the self and its emotional states and explores cross-cultural answers to questions such as: To what extent are emotions or mental experiences capable of being learned or affected by culture? Is emotional experience controllable and deployable to advantage in strategies of interaction? Usually offered every second year. Last offered in the spring of 2001.

Ms. McIntosh

ANTH 161b Culture and Cognition

[ss]

Explores the relationship between cognitive processes and cultural systems, cultural differences involving people's perception, classification process, memory or modes of problem solving, and their effect on the course of cognitive development. Usually offered every second year. Last offered in the spring of 2002.

Ms. McIntosh

ANTH 163b Economic Anthropology: Production and Distribution

[nw ss]

Prerequisite: ANTH 1a, or ECON 2a, or permission of the instructor.

This course is a survey of economic anthropology. Major theoretical disputes are covered. Substantive findings concerning production, property, and transactions are examined through case studies. Most attention is paid to "primitive" economies. Usually offered every year. Will be offered in the fall of 2002.

Ms. Ferry

ANTH 164a Topics in Economic Anthropology

[ss]

A research seminar dealing with a major problem in economic anthropology. The topic will be chosen on a yearly basis. Some possible topics include property, money in cross-cultural perspective, commodity, and gift economies. May be repeated for credit. Usually offered every second year. Last offered in the spring of 2002.

Ms. Ferry

ANTH 166a The Nature of Human Nature

[ss]

Deals with various theories of human nature and the evidence for such theories. Explores the way in which theories of the nature of man have figured in interpretations of culture. Usually offered every second year. Last offered in the spring of 2002.

Ms. McIntosh

ANTH 174b Virtual Communities

[ss]

Prerequisite: ANTH 138a, or permission of the instructor. Enrollment is limited to 20.

A research seminar dealing with a selected problem in the social organization of online communities. Possible topics include impression formation in cyberspace, social control in virtual communities, the concept of presence in computer-mediated communication, and the transition between online and offline relationships. Students will do online fieldwork. Usually offered every second year. Last offered in the spring of 2002.

Mr. Jacobson

ANTH 182b Designing Research

[ss]

Signature of the instructor required.

Develops the student's abilities to formulate research problems clearly and successfully. Students will critique completed works, and then develop and refine a research problem of their own. Usually offered every second year. Last offered in the spring of 2001.

Staff

ANTH 185a Archaeological Science

[ss]

Prerequisites: One year of college-level chemistry, biology, and physics, or the equivalent. Signature of Mr. Urcid, the Brandeis coordinator, required.

A lecture course in which leading experts from the faculty of the seven major Boston-area universities and the Museum of Fine Arts that comprise the Center for Materials Research in Archaeology and Ethnology [CMRAE] consortium discuss how they apply scientific technology and engineering methods to archaeological analysis. Deals with topics such as radioactive and other methods of age determination, archaeological site formation and soil micromorphology, and the study of materials used in ancient building construction. Usually offered every second year. Last offered in the spring of 2001.

Staff

ANTH 186b Social and Cultural Aspects of Linguistic Analysis

[ss]

Prerequisite: ANTH 61b or LING 100a.

Advanced topics in anthropological linguistics: language history and change; linguistic variation and social structure; and current issues in semantics and pragmatics. Usually offered every second year. Last offered in the spring of 2002.

Ms. McIntosh

ANTH 187a Materials Research in Archaeology, I

[ss]

Enrollment limited to advanced undergraduate and graduate students.

Signature of Mr. Urcid, the Brandeis coordinator, required. Topics vary from year to year, and the course may be repeated for credit.

A series of courses, each focusing on a specific topic, such as archaeological analysis of animal or plant remains; the analysis of lithic materials, pottery, or metals; GPS; and statistical analysis. Courses are offered each semester, taught by faculty from the Center for Materials Research in Archaeology and Ethnology, a consortium including Brandeis, Boston University, Harvard, MIT, the Museum of Fine Arts, Tufts, Umass Boston, and Wellesley. Usually offered every year. Last offered in the fall of 2001.

Staff

ANTH 188b Materials Research in Archaeology, II

[ss]

Enrollment limited to advanced undergraduate and graduate students.

Signature of Mr. Urcid, the Brandeis coordinator, required. Topics vary from year to year, and the course may be repeated for credit.

See ANTH 187a for course description.

Usually offered every year. Last offered in the spring of 2000.

Staff

ANTH 190a History of Anthropological Thought

[ss]

A historical examination of major ideas and perennial problems in social thought that have led to the development of modern theory and method in anthropology. Usually offered every year. Will be offered in the fall of 2002.

Mr. Parmentier

ANTH 191a Field School in Archaeology

[ss]

Enrollment limited to 20.

Training in methods of archaeological fieldwork and analysis through participation in the excavation of an archaeological site. Students will normally assist in excavation, artifact analysis, and attend lectures. Offered on an irregular basis in the summer. Last offered in the summer of 1997.

Staff

ANTH 193b Contemporary Issues in Anthropological Theory

[ss]

Prerequisite: ANTH 83a for undergraduate students and ANTH 190a for graduate students.

Intensive survey of the major theoretical models in contemporary anthropology. Comparison of materialist, comparative, semiotic, feminist, cognitive, linguistic, reflexive, poststructuralist, and Marxist approaches. Evaluation of theories in terms of philosophical coherence and empirical adequacy. Usually offered every year. Last offered in the spring of 2002.

Ms. Lamb

ANTH 196a Comparative Social Institutions [ss]
Introduces students to key anthropological conceptions of social institutions and their role in cross-cultural comparison. Included are examples such as status and role, household and family, lineage and descent group, network and alliance, and class and stratification. Usually offered every second year. Last offered in the spring of 2002.
Staff

(200 and above) Primarily for Graduate Students

**Readings and Research Courses
(ANTH 225a-289b)**

225a and b Readings and Research in Cultural Analysis
Mr. Parmentier

226a and b Readings and Research in Archaeology
Mr. Urcid

227a and b Readings and Research in Linguistic Anthropology
Ms. McIntosh

228a Advanced Readings in Method and Theory
Staff

228b Advanced Readings in Archaeological Method and Theory
Mr Urcid

231a and b Readings in Cognitive Culture
Ms. McIntosh

232a and b Readings in Development
Staff

234b Readings and Research in Anthropology of Law
Staff

235a and b Readings and Research in Latin American Cultures
Staff

238a and b Readings and Research in Urban Anthropology
Mr. Jacobson

241a and b Readings and Research in New World Ethnohistory
Mr. Urcid

243a and b Readings and Research in Anthropology of Body
Ms. Lamb and Ms. Schattschneider

252a and b Readings and Research in Anthropology of Art
Mr. Urcid

253a and b Readings and Research in Economic Anthropology
Ms. Ferry

254a and b Readings and Research in Southeast Asian Ethnography
Mr. Appell

256a and b Readings and Research in Religion
Ms. Schattschneider

257a and b Readings and Research in Families and Households
Mr. Jacobson

258a and b Readings and Research in Computer-Mediated Communication
Mr. Jacobson

283a and b Readings and Research in Fieldwork
Mr. Jacobson

284a and b Readings and Research in Archaeological Methods
Mr Urcid

285a and b Readings and Research in Gender and Sexuality
Ms. Lamb

286a and b Readings and Research in South Asia
Ms. Lamb

287a and b Readings and Research in Medical Anthropology
Mr. Jacobson or Ms. Lamb

288a and b Readings and Research in Immigrant and Transnational Communities
Ms. Lamb

289a and b Readings and Research in Biological Anthropology
Mr. Urcid

ANTH 300a Master's Thesis Research
Staff

ANTH 304a and b Readings and Research in Anthropological Field Methods
Staff

ANTH 305d Anthropology Colloquium
Staff

ANTH 400d Dissertation Research
Specific sections for individual faculty member as requested.
Staff

Cross-Listed Courses

NEJS 116b
The Archaeology of Ancient Israel and Its Neighbors

SOC 110b
Popular Musics and Their Communities

SOC 210a
Africa Reoriented: Theory and Experience of the African Diaspora

SOC 193b
Ethnicity, illness, and Health

Arabic

Faculty

See Near Eastern and Judaic Studies.

Courses of Instruction

ARBC 10a Beginning Literary Arabic

A first course in literary Arabic, covering essentials of grammar, reading, pronunciation, translation, and composition. Six class-hours per week. Usually offered every year. Will be offered in the fall of 2002. Mr. Salameh

ARBC 20b Continuing Literary Arabic

Prerequisite: ARBC 10a or the equivalent. Continuation of ARBC 10a. Six class-hours per week. Usually offered every year. Last offered in the spring of 2002. Mr. Salameh

ARBC 30a Intermediate Literary Arabic

[fl]
Prerequisite: ARBC 20B or the equivalent. Readings in related classical and modern texts. Study of advanced grammatical and syntactical forms. Drills in pronunciation and composition. Three class-hours per week. Usually offered every year. Will be offered in the fall of 2002. Mr. Salameh

ARBC 40b Advanced Intermediate Literary Arabic

[hum]
Prerequisite: ARBC 30a or the equivalent. Continuation of ARBC 30a. Three class-hours per week. Usually offered every year. Last offered in the spring of 2002. Mr. Salameh

ARBC 103a Advanced Literary Arabic

(Formerly NEJS 103a)
[hum]
Prerequisite: ARBC 40b or the equivalent. *This course may not be repeated for credit by students who have taken NEJS 103a in previous years.* Designed to help the student attain an advanced reading proficiency. The syllabus includes selections from classical and modern texts representing a variety of styles and genres. Usually offered every year. Will be offered in the fall of 2002. Mr. Salameh

ARBC 103b Advanced Literary Arabic

(formerly NEJS 103b)
[hum]
Prerequisite: ARBC 103a (Formerly NEJS 103a) or the equivalent. *This course may not be repeated for credit by students who have taken NEJS 103b in previous years.* Continuation of ARBC 103a. Usually offered every year. Last offered in the spring of 2002. Mr. Salameh

Department of

Biochemistry

Courses of Study:
Major (B.A./B.S.)
Combined B.S./M.S.
Master of Science
Doctor of Philosophy

Objectives

Undergraduate Major

The biochemistry major is designed to equip students with a broad understanding of the chemical and molecular events involved in biological processes. The biochemistry major provides a foundation for careers in medicine, biotechnology, or research in all branches of the biological sciences.

The general aim of the major is to ensure that the students first learn the necessary chemical and physical chemical background and then the basic principles and observations of biochemistry and molecular biology. The department also offers a variety of introductory and advanced courses in more specialized subjects such as neurobiology, X-ray crystallography, and physical biochemistry. These courses sample the range of subjects that can be studied by biochemical methods and from a biochemical point of view.

Graduate Program in Biochemistry

The graduate program in biochemistry leading to the degree of Doctor of Philosophy is designed to provide students with a deep understanding of the chemical principles governing the workings of biological macromolecules. The bioorganic chemistry track of this program gives students the option of training in organic chemistry in addition to biochemistry. The emphasis in the graduate program is placed upon experimental research work to train students to carry out independent original research. However, students are required to complete formal course work in advanced biochemistry and physical biochemistry. Students in the bioorganic chemistry track supplement this core curriculum with courses in organic synthesis and other topics in organic chemistry. Additional courses and seminars are available in a wide range of subjects, including enzyme regulation and mechanism, neurobiology, immunology, structural biochemistry, membrane biology, and molecular genetics. Students are encouraged to choose advanced courses and seminars according to their particular interests. Doctoral research topics are chosen in areas under investigation by the faculty; these include problems in macromolecular structure and function, enzyme function and regulation, RNA processing, gene regulation, membrane transport and receptor function, molecular pharmacology,

mechanisms of cell motility, microbial metabolism, and the biochemistry of cellular electrical excitability. A theme running through this research is the relationship of biochemical functions to underlying molecular structures and mechanisms.

The graduate program in biochemistry leading to the degree of Master of Science is designed to give students a substantial understanding of the chemical and molecular events in biological processes and experience in research. The program is divided among formal course work, biochemical techniques, and a research project. Additional courses and seminars are available in a wide range of subjects, as described above.

How to Become an Undergraduate Major

Students who are interested in majoring in biochemistry should speak with the department advising head.

Faculty

Daniel Oprian, Chair

Structure-function studies of visual pigments and other cell surface receptors.

Jeff Gelles

Mechanisms of mechanoenzymes. Stochastic processes in single enzyme molecules. Light microscopy as a tool to study enzyme mechanisms.

Ulrich Genick

Structural investigation of signaling in the phytochrome system.

Nikolaus Grigorieff

High resolution electron cryo-microscopy of membrane proteins and channels.

Lizbeth Hedstrom

Enzyme structure-function studies. Protein engineering. Design of enzyme inhibitors.

Dorothee Kern

Dynamics of enzymes. Magnetic resonance methods.

John Lowenstein

Role of phospholipids in hormone action. Regulation of lipogenesis. Regulation and function of the purine nucleotide cycle. Regulation and function of adenosine production in the heart. Techniques of cloning and high level expression of proteins.

Christopher Miller

Structure and function of ion channel proteins. Membrane transport and mechanisms of electrical excitation.

Melissa Moore, Advising Head

Molecular biology of self-splicing introns and the spliceosome. Mechanisms of RNA catalysis.

Gregory Petsko (Director, Rosenstiel Center)

X-ray crystallographic analysis of protein structure and enzyme mechanisms.

Dagmar Ringe (Rosenstiel Center)

Structures of enzymes and enzyme-substrate complexes. X-ray crystallography.

Requirements for the Undergraduate Major

Degree of Bachelor of Arts

One year of general chemistry with laboratory; one year of organic chemistry with laboratory; one year of physics taught using calculus (PHYS 11a,b or 15a,b) with laboratory; BIOL 22a-Formerly BIBC 22a with laboratory (Genetics and Molecular Biology); BIOL 22b with laboratory (Cell Structure and Function) (the above courses must be taken prior to the senior year); BCHM 100a (Introductory Biochemistry); one year of physical chemistry, CHEM 41a (Physical Chemistry, Lectures I) and either BCHM 104b (Physical Chemistry of Macromolecules) or CHEM 41b (Physical Chemistry, Lectures II); and one elective from any 100-level course (excluding research courses) offered in the biochemistry and biology departments. With advance approval from the biochemistry department advising head, an upper-level course offered by another department (e.g., chemistry or physics) may also fulfill the elective requirement. The laboratory associated with CHEM 41a is optional.

Degree of Bachelor of Science

In addition to the degree requirements listed above for the Bachelor of Arts degree, the Bachelor of Science degree requires one year of BCHM 101a and b (Advanced Biochemistry).

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of the *Bulletin*, apply here. Applicants for admission to the biochemistry Ph.D. program are also required to take the Graduate Record Examination. It is strongly suggested that the applicant take one of the advanced sections of this examination. The applicant's undergraduate curriculum should include fundamental courses in biology and chemistry.

Required of all students: No course offered for major requirements may be taken pass/fail. Grades below C- in upper-level courses (CHEM 41a and b, and any course numbered 100 or above) cannot be used to fulfill the requirements for the major. Furthermore, no more than one D will be allowed in any other course required for the major.

Senior Honors Program

In addition to the degree requirements listed above, departmental honors require completion of two semesters of BCHM 99 (Research for Undergraduates), submission of an acceptable research thesis, and a final grade point average of 3.00 or better in the sciences and mathematics. Honors candidates are also expected to give a short oral presentation of their thesis research to members of the department at the end of their senior year. BCHM 99 may not exceed three semester credits. Petition to the department for participation in this program is made at the beginning of the senior year.

Combined B.S./M.S. Program

In addition to all courses required for the Bachelor of Science degree, the B.S./M.S. degree required completion of one additional elective (excluding research courses) approved in advance by the biochemistry department advising head, three semesters of research (one or two semesters of BCHM 99 plus one or two semesters of BCHM 150), a full-time (i.e., no concurrent coursework) summer research residency lasting at least 10 weeks, submission of an acceptable thesis, a GPA of 3.00 or better in the sciences and mathematics, and grades of B- or better in all 100-level biochemistry and biology courses. This program requires

completion of 38 courses; no more than four semesters of research (BCHM 99 or 150) can count toward this total. Application to this program is made to the department and Graduate School no later than May 1 preceding the senior year, and all work, including the thesis, must be completed by the time the B.S. is awarded. To qualify for the B.S./M.S. degree, the thesis must constitute a significant research contribution; if a thesis is found unacceptable under B.S./M.S. program, it will automatically be considered under the Honors program.

In order to complete the Honors Program or the combined B.S./M.S. Program, it is advisable to gain exemption where possible from introductory courses in science and mathematics. This is especially important for the premedical students who must also fulfill the requirements imposed by medical schools.

Requirements for the Degree of Master of Science

Program of Study

Students must successfully complete an approved program of at least six courses. These courses are:

BCHM 101a	Advanced Biochemistry: Enzyme Mechanisms
BCHM 101b	Advanced Biochemistry: Information Transfer Mechanisms
BCHM 102a	Quantitative Approaches to Biochemical Systems
BCHM 104b	Physical Chemistry of Macromolecules
BCHM 200a,b	Biochemical Techniques (Lab rotations)

Residence Requirement

The minimum residence requirement is one year.

Language Requirement

There is no language requirement.

Thesis

The student must complete an acceptable M.S. thesis describing original research.

Requirements for the Degree of Doctor of Philosophy

Program of Study: Biochemistry Ph.D.

Students must successfully complete the curriculum defined below.

A. The core curriculum consisting of:

BCHM 101a	Advanced Biochemistry: Enzyme Mechanisms
BCHM 101b	Advanced Biochemistry: Information Transfer Mechanisms
BCHM 102a	Quantitative Approaches to Biochemical Systems
BCHM 104b	Physical Chemistry of Macromolecules
BCHM 200a,b	Biochemical Techniques (Lab rotations)
CONT 300b	Ethical Practices in Health-Related Sciences

B. An advanced elective course (number between 100 and 199) from the Biochemistry, Biophysics and Structural Biology, Chemistry, Molecular and Cell Biology, or Neuroscience Programs. Other advanced courses can be substituted with approval of the Chair.

C. Three seminar courses selected from courses numbered BCHM 219 to 250. Other advanced courses can be substituted with approval of the Chair.

Students will typically complete the core curriculum in the first year and complete the remaining requirements in subsequent years in the program.

Program of Study: Bioorganic Chemistry Track

In order to receive a Ph.D. in biochemistry with a specialization in bioorganic chemistry, students must complete:

A. The core curriculum defined above.

B. CHEM 134a Advanced Organic Chemistry: Synthesis

C. One other advanced chemistry course, chosen from the following:

CHEM 111a	Computational Chemistry
CHEM 130a	Advanced Organic Chemistry: Structure
CHEM 131a	Advanced Organic Chemistry: Topics in Structure and Reactivity
CHEM 132b	Advanced Organic Chemistry: Spectroscopy
CHEM 137b	The Chemistry of Organic Natural Products
CHEM 229b	Introduction to X-Ray Structure Determination
CHEM 235b	Advanced NMR Spectroscopy

D. Two seminar courses selected from courses numbered BCHM 219 to 250. Other advanced courses can be substituted with approval of the Chair.

Students typically complete the core curriculum in the first year and complete the remaining requirements in subsequent years in the program. However bioorganic track students have the option of replacing BCHM 102a or BCHM 104b with CHEM 134a in the first year and completing the replaced course in the second year.

Teaching Requirement

As a part of their Ph.D. training, students are required to assist with the teaching of two, one-semester courses.

Residence Requirement

The minimum residence requirement is three years.

Language Requirements

There is no foreign language requirement.

Financial Support

Students may receive financial support (tuition and stipend) throughout their participation in the Ph.D. program. This support is provided by a combination of University funds, training grants, and individual research grants.

Qualifying Examinations

An oral qualifying examination must be taken following the first year of course work. In this examination, the student will be asked to present two propositions. The subject of one proposition will be assigned and the other will be an original proposition put forth by the student. In addition the student must successfully pass a comprehensive examination administered following the second year of course work.

Dissertation and Defense

A dissertation will be required that summarizes the results of an original investigation of an approved subject and demonstrates the competence of the candidate in independent research. This dissertation will be presented in a departmental lecture and defended in a Final Oral Examination.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

BCSC 1a Designer Genes

[sn]

Does NOT satisfy the requirement for the major in biochemistry. Enrollment limited to 20.

We are living during a far-reaching biological revolution. Information stored in genes as DNA, the hereditary material of life, conversion of this information into proteins. Identifying undesirable mutations. Creating desirable mutations. Cloning of cells, organs, and animals in agriculture and medicine. Present and future applications. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Lowenstein

BCHM 98a Readings in Biochemistry

Prerequisites: BIOL 22a (Formerly BIBC 22a); BCHM 100a; and one year of organic chemistry with laboratory. Enrollment limited. Signatures of the major advisor and mentor required. Does NOT satisfy the requirement for the major in biochemistry.

Directed scholarship on selected topics in biochemistry for outstanding juniors or seniors. Regularly scheduled discussion and written assignments leading to a substantive term paper. The tutorial is arranged only by mutual agreement between a faculty mentor and student. Usually offered every year. Will be offered in the fall of 2002.

Staff

BCHM 99a Research for Undergraduates

Prerequisites: BIOL 22a (Formerly BIBC 22a); and BCHM 100a; one year of organic chemistry with laboratory. Requirement of BCHM 100a may be waived. Enrollment limited. Signature of department chair required.

Undergraduate research. A maximum of three course credits may be taken as BCHM 99a and/or 99b. At the discretion of the department, one semester may be taken for double credit (99e). Offered every year. Will be offered in the fall of 2002.

Staff

BCHM 99b Research for Undergraduates

See BCHM 99a for special notes and course description. Offered every year.

Staff

BCHM 99e Research for Undergraduates

See BCHM 99a for special notes and course description. Offered every year. Will be offered in the fall of 2002.

Staff

(100-199) For Both Undergraduate and Graduate Students

BCHM 100a Introductory Biochemistry

[qr sn]

Prerequisite: One year of organic chemistry with laboratory. Enrollment limited to 70. Topics include chemistry, reaction, and metabolism of biologically important compounds; formation and utilization of "energy-rich" compounds; introduction to enzyme mechanisms; interrelation and comparison of basic biochemical and chemical processes; and metabolic regulation. Usually offered every year in multiple sections. Will be offered in the fall of 2002. Ms. Hedstrom (fall), Mr. Lowenstein (fall), Mr. Grigorieff (spring)

BCHM 101a Advanced Biochemistry: Enzyme Mechanisms

[sn]

Prerequisites: One year of organic chemistry with laboratory and BCHM 100a, or their equivalent. Enrollment limited to 50. Describes the principles of biological catalysts and the chemical logic of metabolic pathways. Representative enzymes from each reaction class are discussed with an emphasis on understanding how mechanisms are derived from experimental evidence. Topics include serine proteases, phosphatases, isomerases, carboxylases, and dehydrogenases. Usually offered every year. Will be offered in the fall of 2002. Ms. Kern and Mr. Opran (fall)

BCHM 101b Advanced Biochemistry: Information Transfer Mechanisms

[sn]

Prerequisites: One year of organic chemistry with laboratory and BCHM 100a, or their equivalent. Enrollment limited to 50. Addresses fundamental issues of gene expression and signal transduction at a molecular level. Discusses parallels between nucleic acid and protein biosynthesis, modification, transport, and degradation with an emphasis on understanding the mechanisms of specificity and regulation of these complex macromolecular processes. Usually offered every year. Will be offered in the spring of 2003. Ms. Moore and Mr. Opran

BCHM 102a Quantitative Approaches to Biochemical Systems

[sn]

Prerequisites: PHYS 11a, b and BCHM 100, or their equivalent. Enrollment limited to 50. Introduces quantitative approaches to analyzing macromolecular structure and function. Emphasizes the use of basic thermodynamics and single-molecule and ensemble kinetics to elucidate biochemical reaction mechanisms. The physical bases of spectroscopic and diffraction methods commonly used in the study of proteins and nucleic acids will also be discussed. Usually offered every year. Will be offered in the fall of 2002. Mr. Gelles

BCHM 104b Physical Chemistry of Macromolecules

[sn]

Prerequisite: CHEM 41a or equivalent and BCHM 100a or equivalent. Enrollment limited to 50.

Illustrates the basic principles on which biological macromolecules are constructed and by which they function. Overall structures of proteins, nucleic acids, and membranes are described in terms of the underlying molecular forces: electrostatics, hydrophobic interactions, and H-bonding. The energetics of macromolecular folding and of the linkage between ligand binding and conformational changes will also be discussed. Usually offered every year. Will be offered in the spring of 2003.

Mr. Miller

BCHM 150a Research for B.S./M.S.

Candidates

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BCHM 100a; one year of organic chemistry and laboratory; BCHM 99d. Enrollment limited and signature of the advising head required.

The final semester(s) of laboratory research under the B.S./M.S. Program, to be pursued under the supervision of a faculty advisor. Usually offered every year. Will be offered in the fall of 2002.

Ms. Moore and Staff

BCHM 150b Research for the B.S./M.S.

Candidates

[sn]

See BCHM 150a for special notes and course description. Usually offered every year. Will be offered in the spring of 2003.

Ms. Moore and Staff

BCHM 151b Ion Channel Proteins

[sn]

This course considers the molecular properties of ion channels, the most basic element of molecular hardware in the nervous system. Examines the molecular architecture of channels and the mechanisms of channel activity. The mechanisms of voltage-dependence, ion selectivity, and channel gating will be emphasized. Usually offered every fourth year. Last offered in the spring of 1998.

Mr. Miller

BCHM 170b Bioinformatics

[sn]

Prerequisites: Familiarity with computing is necessary and a basic biochemistry course is recommended. A joint offering between Brandeis University and Wellesley College. The course will meet on the Wellesley campus and bus service will be provided. Enrollment limited to 15 students each from Brandeis and Wellesley.

Familiarizes students with the basic tools of bioinformatics and provides a practical guide to biological sequence analysis. Topics covered include an introduction to probability and statistics; sequence alignments; database searches; alignments and phylogenetic trees; sequence pattern

discovery; structure determination by secondary structure prediction; and three dimensional structure prediction by homology modeling. In all cases the strengths and limitations of the methods will be discussed. Usually offered every second year. Last offered in the spring of 2002. Mr. Cohen, Ms. Ringe (Brandeis), and Mr. Webb (Wellesley)

BCHM 171b Protein X-Ray Crystallography [sn]

Prerequisites: Familiarity with computing is necessary and a basic biochemistry course is recommended.

A practical guide to the determination of three dimensional structures of proteins and nucleic acids by X-ray diffraction. Students will learn theory behind diffraction from macromolecular crystals and will carry out all of the calculations necessary to solve a protein structure at high resolution. Usually offered every fourth year. Last offered in the fall of 1997.

Mr. Petsko and Ms. Ringe

(200 and above) Primarily for Graduate Students

BCHM 200a and b Biochemistry Techniques

Prerequisite: BCHM 101. May be taken concurrently. Limited enrollment. Usually offered every year.

Mr. Gelles and Staff

Advanced Topic Courses

Topics are repeated usually at two- to three-year intervals.

BCHM 219b Enzyme Mechanisms

Ms. Hedstrom

BCHM 220a Proteases

Ms. Hedstrom

BCHM 222a Protein Kinases and Phosphatases

Mr. Lowenstein

BCHM 223a Signal Transduction

Mr. Oprian

BCHM 224a Single-Molecule Biochemistry and Biophysics

Mr. Gelles

BIBC 224b The RNA World

Prerequisites: BCHM 100a, BIOL 105b [Formerly BIBC 105b], or permission of the instructor.

This course employs seminars and lectures to approach a wide range of topics in RNA research. Topics include RNA enzymes, RNA structure, protein-RNA interactions, pre-mRNA splicing, and RNA localization. Usually offered every year.

Ms. Moore

BCHM 271a Protein X-Ray Crystallography, Part 2

Prerequisite: BCHM 271b.

A continuation of BCHM 271b. Offering dependent on BCHM 271a class interest.

Mr. Petsko

BCHM 271b Protein Crystallography

Prerequisite: CHEM 229b.

A practical guide to the determination of three-dimensional structures of proteins and nucleic acids by X-ray diffraction. Students learn the theory behind diffraction from macromolecular crystals and carry out all the calculations necessary to solve a protein structure at high resolution. Usually offered every second year. Last offered the fall of 2000.

Mr. Petsko

Graduate Research

BCHM 401d Biochemical Research Problems

Independent research for the M.S. and Ph.D. degrees. Specific sections for individual faculty members as requested. Will be offered in the fall of 2003.

Staff

Journal Club, Colloquia, and Research Clubs

In addition to the formal courses announced above, all graduate students are expected to participate in the department's Research Clubs and Colloquia. Colloquia are general meetings of the department in which department and guest speakers present their current investigations. Research clubs are organized by various research groups of the department.

CONT 300b Ethical Practice in Health-Related Sciences

Required of all first-year graduate students in health-related science programs. Not for credit.

Scientists are becoming increasingly aware of the importance of addressing ethical issues and values associated with scientific research. This course, taught by University faculty from several graduate disciplines, will cover major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies will be complemented by two public lectures during the course. Usually offered every year.

Mr. Fulton

Cross-Listed Courses

CHEM 235b

Advanced NMR Spectroscopy

Department of

Biology

Courses of Study:
Major (B.A./ B.S.)
Combined B.S./M.S.

Objectives

Undergraduate Major

The undergraduate program in biology, leading either to the B.A. or to the B.S. degree, is designed to give students an understanding of fundamental and current biological knowledge in a variety of fields. The program offers a wide array of courses to undergraduates, ranging from introductory courses to advanced, specialized, graduate-level courses in many of these areas. The biology department has 26 full-time faculty members with teaching and research interests in the fields of genetics, molecular biology, development, immunology, neurobiology, motility, cell biology, and structural biology.

Since the interests and needs of our students vary, the major is designed to provide flexibility once the core courses have been completed. Students may elect undergraduate level courses in a variety of areas of biology and biochemistry, or may choose to obtain more advanced, in-depth training in one particular area. Students are also encouraged to take advantage of opportunities to become integral members of research laboratories in the department and to attend departmental colloquia.

A major in biology provides excellent preparation for students intent on careers in biological research who want to go to graduate school, for those seeking careers in medicine, veterinary medicine, and dentistry, and for those interested in the allied health professions such as public health, genetic counseling, physical therapy, or physician assistant. For those seeking courses concerned with ecology or environmental science, the biology department offers study in those areas and participates in a program for a residential semester in Environmental Science at the Woods Hole Biological Laboratory (see below for details).

Graduate Programs in the Biological Sciences

For M.S. and Ph.D. degrees in the biological sciences, see the separate listings for Molecular and Cell Biology, Biophysics and Structural Biology, Neuroscience, and Genetic Counseling programs in this *Bulletin*.

How to Become an Undergraduate Major

Students wishing to major in biology should enroll in General Chemistry during their first year. Students may elect to take BIOL 15b, an introductory course in biology in the first year, or omit it and begin the biology series with Genetics and Molecular Biology or Cell Structure and Function (BIOL 22a [Formerly BIBC 22a] or b). During their sophomore year, students typically enroll in Organic Chemistry, Cell Structure and Function, and Genetics and Molecular Biology, with associated labs. While other course schedules are possible, the one described above allows students ample time to complete the remaining requirements (calculus, physics, and biology electives) for the biology degree during the junior and senior years and leaves students the option of enrolling in Senior Research during the senior year. Exceptionally well-prepared students may enroll in Cell Structure and Function and/or Genetics in their first year.

To learn more about the biology major, students should attend one of the special departmental programs held each fall or consult with the undergraduate advising head.

Faculty

Michael Rosbash (Center for Complex Systems), Chair
RNA processing and molecular neurobiology.

Laurence Abbott (Center for Complex Systems)
Modeling of neural networks.

Susan Birren, Senior Honors Coordinator
(Center for Complex Systems)
Developmental neurobiology.

Carolyn Cohen (Rosenstiel Center)
Structural molecular biology.

David DeRosier (Rosenstiel Center)
Structural studies of actin, actin-containing cytoskeletal assemblies, and bacterial flagella.

Chandler Fulton
Cell differentiation and selective gene expression in eucaryotic cells. Morphogenesis of cell shape and assembly of cell organelles, especially flagella.

Bruce Goode (Rosenstiel Center)
Biochemistry and genetics of yeast cytoskeleton.

Leslie Griffith (Center for Complex Systems)
Biochemistry of synaptic plasticity.

James Haber (Rosenstiel Center)
Genetics and molecular biology of yeast meiotic and mitotic recombination. Mating-type switching. Repair of broken chromosomes.

Jeffrey Hall (Center for Complex Systems)
Neurogenetics and molecular neurobiology of higher behaviors in *Drosophila*.

Kenneth Hayes (Director, Foster Animal Lab)
Comparative nutritional pathophysiology in man and animals. Lipoprotein metabolism and atherogenesis, cholelithiasis.

Elaine Hiller
Human genetics.

Joan Kaplan
Viruses and human disease.

Attila Klein
Plant physiology. Environmental studies.

John Lisman (Center for Complex Systems)
Mechanisms of phototransduction. Molecular mechanism of memory storage.

Susan Lovett (Rosenstiel Center)
Genetics and molecular biology of bacteria and yeast. DNA repair. Recombination and mutagenesis.

Eve Marder (Center for Complex Systems)
Neurotransmitter modulation of neural circuits.

Sacha Nelson (Center for Complex Systems)
Synaptic integration in the visual cortex.

Dan L. Perlman
Ecology and biodiversity.

Joan Press (Rosenstiel Center)
Developmental immunology and immunogenetics.

Ruibao Ren (Rosenstiel Center)
Signal transduction.

Ranjan Sen (Rosenstiel Center)
Molecular immunology. Transcription factors.

Piali Sengupta (Center for Complex Systems)
Developmental neurobiology in *C. elegans*.

William Silen
Human anatomy.

Neil Simister (Rosenstiel Center)
Molecular immunology. Antibody transport.

Judith Tsipis, Undergraduate Advising Head
Genetic counseling.

Gina Turrigiano (Center for Complex Systems)
Activity-dependent regulation of neuronal properties.

Lawrence Wangh
Molecular controls of DNA replication in *Xenopus egg*.

Michael Welte (Rosenstiel Center)
Regulation of motor-driven transport.

Kalpna White (Center for Complex Systems)
Developmental neurogenetics.

Requirements for the Undergraduate Major

A. Required of all candidates: BIOL 22a (Formerly BIBC 22a), b; BIOL 18a, b lab; CHEM 10a, b or CHEM 11a, b or CHEM 15a, b; CHEM 18a, b or CHEM 19a, b lab; CHEM 25a, b; CHEM 29a, b lab; MATH 10a, PHYS 10a, b or PHYS 11a, b; PHYS 18a, b or PHYS 19a, b lab; and Option I or II below.

Option I: The B.A. Degree in Biology

The standard biology option that provides students with a general background in biology. In addition to the courses required of all candidates (listed above), students must complete five elective courses chosen from BIOL, BIBC, BCHM, and NBIO offerings above the 22-level (excluding courses numbered 90-99). The following may also serve as electives: ANTH 116a, BIOL 15b, BIOL 17b, CHEM 41a, CHEM 41b. One of the following math or quantitative methods courses may also serve as an elective: MATH 10b, NPHY 115a, NPSY 137a, or PSYC 51a. Two semesters of BIOL 99 can count as one elective for the B.A. in biology.

Option II: The B.S. Degree in Biology

The intensive biology option that provides students with a strong background in several areas of biology. In addition to the courses required of all candidates (listed above), students must complete BCHM 100a plus an additional course in calculus (MATH 10b) or quantitative methods (NBIO 136b, NPHY 115a, NPSY 137b, PSYC 51a). Students must also complete five elective courses chosen from BIOL, BIBC, BCHM, and NBIO offerings above the 22-level. NBIO 136b can be used either to satisfy the quantitative methods requirement or to count as one of the required electives; it cannot be used for both. The following may also serve as electives: ANTH 116a, BIOL 15b, BIOL 17b, CHEM 41a, and CHEM 41b. Two semesters of BIOL 99 can count as one elective for the B.S. in biology.

No course offered for major requirements in either Option I or II may be taken on a pass/fail basis. Satisfactory grades (C- or above) must be maintained in all biology and biochemistry courses offered for the major and in all elective courses offered for the major in biology. No more than one D will be allowed in any other course offered toward the requirements in this department.

B. Senior Research

Any senior, regardless of grade point average, may enroll in laboratory research (BIOL 99d and/or 99e). Students petition the department during the beginning of their senior year for participation in Senior Research. Petitions and information about Senior Research are available in the biology department office. See BIOL 99d course description for details.

C. Senior Honors Program

Laboratory research is a major component of the senior honors program. Enrollment in BIOL 99 (Senior Research) is obligatory; students must fulfill the BIOL 99 requirements (see B above). At the conclusion of their second semester of BIOL 99 (Senior Research), candidates for senior honors will give an oral defense of their senior honors thesis to a designated faculty research committee. At the conclusion of their senior year, candidates for senior honors must

either have a 3.30 grade point average in all courses offered for the biology major, or have a 3.00 grade point average in courses offered for the biology major and have achieved an average of B+ or better in three biology electives. Petitions and information about the senior honors program are available in the biology department office.

Combined B.S./M.S. Program

Candidates for departmental honors may be admitted to a special four-year B.S./M.S. program upon recommendation of the department and approval by the Graduate School. Application must be made by May 1 preceding the senior year; applications should include a proposed course of study, specifying how all degree requirements will be met, a transcript, and a brief description of the proposed research project. To qualify for the B.S./M.S. degree in biology, students must complete a total of 38 courses; these courses must include those needed to satisfy requirements A, option II, and B, as indicated above plus three additional electives in biology or biochemistry or as listed under requirement A, option II, above. Of the eight electives required for the B.S./M.S. degree, at least six must be at the graduate level (and completed with a grade of B- or above) and they must include courses from at least three of the research areas of the biology department. Research areas include genetics, molecular biology, cell biology, structural biology, immunology, and neurobiology. In addition, a substantial research contribution is required and students must submit a research thesis to the biology department Graduate Committee for review. A thesis submitted for the master's degree may also be submitted to the biology department for departmental honors.

Special Notes Relating to the Undergraduate Program

A. Premedical and Predental Students

BIOL 12a, b or BIOL 18a, b (labs); and either BIOL 22a (formerly BIBC 22a), b, or BIOL 14a, b will satisfy the general biology entrance requirements of most medical schools.

B. Five courses are offered each fall as part of a full residential Semester in Environmental Science at the Woods Hole Biological Laboratory. The program consists of three required courses and two electives.

The three required courses are:

1. Analysis of Aquatic Ecosystems
2. Analysis of Terrestrial Ecosystems
3. Independent Research Project

Plus two electives chosen from a list that may include:

Aquatic Chemistry
Mathematical Modeling in Ecosystems
Microbial Methods in Ecology
Role of Animals in Ecosystems
Issues in Global Ecology

Prerequisites for program participation are BIOL 22a (formerly BIBC 22a) and b, a competitive application process, and permission of the department. Up to four semester-course credits may be earned toward the Brandeis degree and three semester course credits may be counted toward the biology B.A. or B.S. elective requirement.

C. Biology majors who wish to enroll in PHYS 11a,b (Basic Physics), rather than PHYS 10a,b (Physics for the Life Sciences), must complete both MATH 10a and b as prerequisites.

D. Brandeis is also affiliated with the Marine Studies Consortium (MSC). MSC courses are sometimes over-subscribed and enrollments must be redistributed among member schools. Enrolling through Brandeis does not guarantee final acceptance into MSC courses. Students taking MSC courses through cross-registration at Brandeis must pay MSC through their home institution.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

BIOL 1a Biology of Neurological and Mental Illness

[sn]

Does NOT meet requirements for the major in biology. May not be taken by students who have completed NBIO 140b. Enrollment limited to 60.

This course will discuss the basic features of the brain and nervous system needed to understand the current state of knowledge concerning neurological and mental illnesses. The etiology and biological bases for treatment for depression, schizophrenia, multiple sclerosis, epilepsy, Parkinson's, and Alzheimer's disease will be discussed. Usually offered every third year. Will be offered in the fall of 2002.

Ms. Marder

BIOL 2a Human Reproduction, Population Explosion, Global Consequences

[sn]

Does NOT meet requirements for the major in biology. Some lectures and discussions will be conducted jointly with BISC 3b. Enrollment limited to 60.

Appropriate for students interested in a broad range of fields including biology, environmental studies, and the social sciences. Progresses from the molecular and cellular biology of human reproduction, to a demographic view of human population explosion, to a consideration of some of the very complex problems arising from the presence of six billion people (and counting) on Earth today. Readings include scientific papers appropriate to students with high school backgrounds in biology and chemistry, essays in the social sciences, and a wide variety of other texts. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Wang

BISC 3a Paradigms of Biological Investigation

[sn]

Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 22a (formerly BIBC 22a) or BIOL 22b. Enrollment limited to 20.

Examines the concepts and principles of scientific research with examples from its Greek beginnings to modern times. Topics from evolutionary biology, neuroscience, biophysics, and molecular biology are used to describe the nature of scientific advances. Concepts related to experimental design and critical thinking are considered. Usually offered every year. Will be offered in the fall of 2002.

Mr. Farber

BISC 3b Humans and the Environment

[sn]

Does NOT meet requirements for the major in biology. Some lectures and discussions will be conducted jointly with BISC 2a. Enrollment limited to 60.

Explores a range of interactions between organisms and their environments. Focuses on human impacts on, and interactions with, the natural world. Usually offered every second year. Last offered in the spring of 2002.

Mr. D.L. Perlman

BISC 4a Heredity

[sn]

Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 22a (formerly BIBC 22a). Enrollment limited to 80.

An exploration of what genes are, how they are inherited, and how they work. Focuses on human genetics, including why changes in certain genes cause inherited diseases, recent technological developments such as gene therapy and the human genome project. Usually offered every third year. Last offered in the fall of 2000.

Staff

BISC 5a Viruses and Human Disease

[sn]

Prerequisite: High school chemistry. Does NOT meet requirements for the major in biology. May not be taken by students who have completed BIOL 22a (formerly BIBC 22a) or BIOL 22b. Enrollment limited to 30.

Explores the biology of viruses that cause important human diseases such as HIV/AIDS, hepatitis, influenza, infectious mononucleosis, and cancer as well as emerging viruses like Ebola. Other topics

include antiviral therapy, immune responses to viruses, and vaccine development. Usually offered every year. Will be offered in the fall of 2002.

Ms. Kaplan

BISC 6b Environmental Health

[sn]

The impact on human health of environmental contamination with toxic, carcinogenic, or pathogenic agents. Tools of toxicology, epidemiology, and risk assessment are applied to specific environmental issues such as air and water quality, petroleum, metal, and other chemical contaminations. Usually offered every second year. Last offered in the spring of 2001.

Mr. Stewart

BIOL 12a General Biology Lab I

Prerequisites: Must be taken concurrently with BIOL 14a. Does yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$15 per semester. Does NOT meet requirements for the major in biology, biochemistry, or neuroscience, but does satisfy the general biology entrance requirement of most medical schools.

This course provides firsthand experience with a wide array of organisms and illustrates basic approaches to problem solving in biology. Usually offered every summer.

Staff

BIOL 12b General Biology Lab II

Prerequisites: Must be taken concurrently with BIOL 14b. Does yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$15 per semester. Does NOT meet requirements for the major in biology, biochemistry, or neuroscience, but does satisfy the general biology entrance requirement of most medical schools.

See BIOL 12a for course description. Usually offered every summer.

Staff

BIOL 14a General Biology I

[sn]

Does NOT meet requirements for the major in biology.

An introduction to the biology of organisms and populations. Topics include evolution of life, biological diversity, and the physiology of plants and animals. Usually offered every summer.

Staff

BIOL 14b General Biology II

[sn]

Prerequisites: BIOL 14a, an introductory biology course, or high school AP biology. **Does NOT** meet requirements for the major in biology.

An introduction to the principles of modern cellular and molecular biology. Also includes selected topics in genetics, biochemistry, and developmental biology. Usually offered every summer.

Staff

BIOL 15b Biology: Its Human Implications

[sn]

This course may not be taken for credit by students who have completed BIOL 22a (formerly BIBC 22a) or BIOL 22b.

Introduction to the biological sciences. Stresses the fundamentals of the cell biology and genetics of living organisms and explores the diversity of life, including microorganisms, animals and plants. Evolution, population ecology and basic human physiology are emphasized. Usually offered every year. Last offered in the spring of 2002.

Mr. Fulton

BIOL 17b Conservation Biology

[sn]

Enrollment limited to 40.

Considers the current worldwide loss of biological diversity, the causes of this loss, and methods for protecting and conserving biodiversity. Considers biological and social aspects of the problems and their solutions. Usually offered every second year. Last offered in the fall of 2001.

Mr. D.L. Perlman

BIOL 18a General Biology Laboratory

[wi sn]

Prerequisites: CHEM 18a or 19a, and BIOL 22b or permission of the instructor. *BIOL 22a (formerly BIBC 22a) must be taken before or concurrently with this course. Does yield full-course credit toward rate of work and graduation. Four semester hour credits.*

Laboratory fee: \$15 per semester. This lab is time intensive and students will be expected to come in to lab between regular scheduled lab sessions. Enrollment limited to 48 per section.

Provides firsthand experience with a wide array of organisms and illustrates basic approaches to problem solving in genetics and molecular biology. Usually offered every year. Last offered in the spring of 2002.

Ms. Tsipis

BIOL 18b General Biology Laboratory

Prerequisites: CHEM 18a or 19a. *BIOL 22b must be taken before or concurrently with this course. Does yield half-course credit, toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$15 per semester. Enrollment limited to 48 per section.*

Provides firsthand experience with a wide array of organisms and illustrates basic approaches to problem solving in cell biology. Usually offered every year. Will be offered in the fall of 2002.

Ms. Tsipis

BIOL 22a Genetics and Molecular Biology

(formerly BIBC 22a)

[qr sn]

Prerequisite: CHEM 10a or 11a or 15a. *This course may not be repeated for credit by students who have taken BIBC 22a in previous years.*

An introduction to the current understanding of hereditary mechanisms and the cellular and molecular basis of gene transmission and expression. Usually offered every year. Last offered in the spring of 2002.

Ms. Sengupta

BIOL 22b Cell Structure and Function

[sn]

Prerequisite: CHEM 10a or 11a or 15a.

An introduction to the architecture of cells, organelles, and their macro-molecular components. Topics include fundamental processes that are common to all cells, and the functions of specialized cells. Usually offered every year. Will be offered in the fall of 2002.

Mr. Simister

BIOL 23a Evolutionary Ecology

[sn]

Prerequisites: BIOL 22a or 22b, or 15b, or a score of 5 on the AP Biology exam.

Enrollment limited to 20.

Ecology is the study of organisms and the environments in which they live. This class, taught from an evolutionary perspective, focuses on the physical factors and intra- and inter-species interactions that explain the distribution and abundance of individual species. Usually offered every year. Will be offered in the fall of 2002.

Mr. D.L. Perlman

BIOL 25a Molecular Motors

[sn]

Prerequisite: BIOL 22b.

A discussion of movement at the cellular level. Analyzes how molecular motors generate motion and how their activity is controlled. Topics include intracellular transport, muscle contraction, rotary motion, enzymes moving along DNA, and cell division. Usually offered every second year. Last offered in the spring of 2001.

Mr. Welte

BIOL 27a Aquatic Ecology

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. *Enrollment limited to 20. Students may not take both this course and BIOL 17b for credit.*

Analysis of biotic and abiotic factors that govern life in lakes and streams. Topics include hydrology, food webs, special aquatic habitats, conservation and restoration, and principles of monitoring the health of fresh waters. Field and laboratory work is included. Usually offered every second year. Last offered in the fall of 2000.

Mr. Klein

BIOL 28a Marine Biology

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. *Signature of Professor Perlman required. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on MSC courses.*

Survey of the basic biology, behavior, and life history of marine biota. Review of physical habitats from polar to tropical waters. Focus is on the evolution of adaptive responses to the physical and biological factors in marine communities. Weekly laboratory consists of field trips to different habitats and examination of specimens from several marine phyla. Usually offered every fall (at Brandeis). Will be offered in the fall of 2002.

Mr. D.L. Perlman (Brandeis coordinator)

BIOL 30b Cetacean Biology and Conservation

[sn]

Prerequisites: BIOL 22b, BIOL 28a, BIOL 42a recommended. *Signature of Professor Perlman required. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on MSC courses.*

Examines the biology and conservation of whales, dolphins, and porpoises. Topics include physiology, morphology, population biology, life history, molecular genetics, distributional ecology, and social behavior. Usually offered every year (at Brandeis). Last offered in the spring of 2002.

Mr. D.L. Perlman (Brandeis coordinator)

BIOL 31b Biology of Fishes

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b, BIOL 28a is recommended. *Signature of Professor Perlman required.*

Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on MSC courses. Evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate and tropical environments. Fish interactions in communities: predator/prey, host/symbiont relationships, and fish as herbivores. The ecology of fish populations. Usually offered every year. Last offered in the spring of 2002.

Mr. D.L. Perlman (Brandeis coordinator)

BIOL 32a Field Biology

[sn]

Signature of the instructor required.

Introduces students to the biodiversity of southern New England, emphasizing insects and woody plants. Course work primarily takes place on field trips to various terrestrial and aquatic habitats. Field trip scheduling will be discussed during the first meeting. Usually offered every second year. Will be offered in the fall of 2002.

Mr. D.L. Perlman

BIOL 37b Biology of Extreme Environments

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b; BCHM 100a recommended.

A study of molecular, metabolic, and physiological mechanisms of adaptations to extreme environments, such as hot springs, polar regions, and deserts. Examines the limits to which biological systems can be modified by nature and human manipulation. Usually offered every second year. Last offered in the spring 2002.

Mr. Klein

BIOL 42a Human Physiology

[sn]

Prerequisite: BIOL 22b.

Basic physiological principles will be introduced with an overview of neural and hormonal control mechanisms. Topics include physiology of cardiovascular and respiratory systems, electrolyte regulation, digestion and absorption, and the reproductive system. Usually offered every year. Will be offered in the fall of 2002.

Mr. Nelson

BIOL 43b Human Anatomy

[sn]

Prerequisite: BIOL 22b. Enrollment limited to 20.

Designed to provide a sound basis for an understanding of human (mammalian) anatomy. The gross and microscopic morphology of each organ system is discussed in depth. Correlations between structure and function are emphasized. Usually offered every semester. Will be offered in the fall of 2002.

Mr. Silen

BIOL 50b Biology of Behavior

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b.

Behavior is explored by considering the overt actions of and interactions among animals as well as the mechanisms underlying such behaviors. Topics encompass: relatively simple interactions between organisms, more complex behaviors, such as experience-dependent ones; interactions between social organisms. Usually offered every second year. Last offered in the spring of 2002.

Mr. Hall

BIOL 51a Biostatistics

[sn]

Prerequisite: MATH 10a. Enrollment limited to 40

A basic introduction to methods of statistics, differential calculus, and mathematical analysis applied to problems in the life sciences. Topics include statistical analysis of experimental data, mathematical models in neuroscience, population biology, and epidemiology. Usually offered every year. Will be offered in the spring of 2003.

Mr. Abbott

BIOL 55b Diet and Health

[sn]

An elective for science majors with previous course work in nutrition, physiology, or biochemistry. Enrollment limited to 50.

Reviews the current evidence concerning the dietary impact on the chronic diseases of humans. Topics include genetics and nutrition, cardiovascular disease, obesity, diabetes, osteoporosis, and cancer. Students also examine the involvement of specific nutrients, e.g., fat and cholesterol, vitamins, minerals, fiber, and alcohol in these disease processes. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Hayes

BIOL 60b Evolution

[wt sn]

Prerequisite: BIOL 22a (formerly BIBC 22a). A library intensive course.

An introduction to evolution, with in-depth exploration of selected topics in evolutionary biology. These topics will range from molecular evolution as revealed by DNA sequencing to the origin and evolution of primates. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Fulton

BIOL 98a Readings in Biology

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Signature of the instructor required. Does NOT meet the requirement in biology. May not be taken for credit by students who have satisfactorily completed BIOL 98b.

Open to exceptionally well-qualified students. This is a tutorial course with readings in a specified biological field. The student will be given a reading list, including current literature and reviews of the topic to be discussed. Course requirements include weekly discussions and the writing of several papers. Usually offered every year.

Staff

BIOL 98b Readings in Biology

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Signature of the instructor required. Does NOT meet the major requirement in biology. May not be taken for credit by students who have satisfactorily completed BIOL 98a.

See BIOL 98a for course description. Usually offered every year.

Staff

BIOL 99d Senior Research

Signatures of the instructor and the senior honors coordinator (Ms. Birren) required. A year-long, two-semester course involving the student in an independent research project conducted under the supervision of a staff member and serving as an intensive introduction to specific methods of biological research. In cases where students are able to do unusually long, intensive work in the laboratory, they may request a third course credit during the petition process; if this request is approved by the senior honors coordinator, students should register for BIOL 99d (fall) followed by BIOL 99e (spring). The combined enrollments for Senior Research may not exceed three semester course credits. To fulfill the BIOL 99 requirements, students must (1) submit to their research sponsor, at the conclusion of their first BIOL 99 semester, a paper that reviews the literature pertinent to their field of research, and (2) submit to their research sponsor, at the conclusion of their second BIOL 99 semester, a senior thesis that includes an abstract, an introduction, a review of materials and methods, results, discussion, and references. Usually offered every year.

Staff

BIOL 99e Senior Research

Signatures of the instructor and the senior honors coordinator (Ms. Birren) required. See BIOL 99d for course description. Usually offered every semester.

Staff

(100-199) For Both Undergraduate and Graduate Students

BIOL 102b Structural Molecular Biology

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b; or permission of the instructor.

Cells are filled with machines that carry materials about the cell, that chemically transform molecules, that transduce energy, and much more. Our understanding of how these machines work depends on understanding their structures. This introduction to the structural basis of molecular biology examines the designs of proteins and nucleic acids, their assembly into macromolecular complexes, and the means whereby we visualize these structures. Considers the physical and chemical basis for specificity in molecular recognition. Usually offered every year. Last offered in the spring of 2002.

Mr. DeRosier

BIOL 103b Mechanisms of Cell Functions
[sn]

Prerequisite: BIOL 22b or permission of the instructor. Enrollment limited to 50.

An advanced course focusing on a mechanistic understanding of cell biological processes and the methods by which these processes are elucidated. Papers are chosen to illustrate a variety of experimental approaches including genetics, biochemistry, microscopy, and the design and use of in vitro assays. Topics include cell cycle, signal transduction, cytoskeleton and cell movement, membrane traffic, intercellular transport, and organelle functions. Usually offered every second year. Last offered in the fall of 2001.
Mr. Goode

BIOL 105b Molecular Biology
(formerly BIBC 105b)
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. This course may not be repeated for credit by students who have taken BIBC 105b in previous years. Examination of molecular processes in replication and expression of genetic information and techniques by which this understanding has been achieved. Topics include structure and organization of DNA in chromosomes, DNA replication, transcription and regulation of gene expression, RNA structure and processing, mRNA stability, and other mechanisms of post-translational control. Molecular biological techniques will be introduced. Lectures will be supplemented with close readings of selected papers. Usually offered every year. Will be offered in the fall of 2002.
Mr. Haber and Ms. Moore

BIOL 111a Developmental Biology
[sn]

Prerequisites: BIOL 22b. How do complex organisms build themselves starting from single cells? Examines how processes such as fertilization, embryogenesis, cell differentiation, and tissue-specific gene expression occur; what is known about the key molecules and genes that orchestrate these processes; and how genetic changes affecting these processes underlie the evolution of body form. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Birren

BIOL 122a Molecular Genetics
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a). A lecture and literature-based course concerning strategies of genetic analysis and the mechanisms that control genetic change and preserve genetic stability. Lectures cover the topics of genetic mutation, genetic recombination, repair of genetic damage, and chromosome structure and transmission. Research papers of current and historical interest will be discussed. Usually offered every third year. Last offered in the fall of 2000.
Mr. Haber and Ms. Lovett

BIOL 125a Immunology
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Topics include properties, functions of cells involved in immunity; genes, structure, function of immunoglobins and T cell receptors; cell interactions; antigen recognition; lymphokines; tolerance; lymphocyte differentiation; genetic regulation; viral immunity; autoimmunity; AIDS; vaccines. Usually offered every year. Will be offered in the fall of 2002.
Ms. Press

BIOL 126b Protein Structure and Disease
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b, or the equivalent, or permission of the instructor. Enrollment limited to 25. Reviews the basic principles of protein structure, so that the functional aspects of different protein designs may be understood. Examines various protein mutations related to certain molecular diseases and the architecture of some key viruses and their infectivity. Consideration of drug design is an integral part of the course. Student presentations are essential to the course. Usually offered every fourth year. Will be offered in the spring of 2003.
Ms. Cohen

BIOL 128a Human Genetics
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Enrollment limited to 50. Survey of classical and nonclassical patterns of inheritance; cytogenetics; applications of molecular genetics techniques in human genetics, analysis of variation, gene mapping, identification of candidate genes and genetic disease diagnoses; single gene vs. complex inheritance; computer databases for human genetic research; and human population genetics. Usually offered every year. Will be offered in the fall of 2002.
Ms. Hiller

BIOL 132a General Microbiology
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. (BCHM majors may substitute BCHM 100a); CHEM 25a and 25b. A survey of the physiology of bacteria and other microorganisms. Concentrates on those aspects of cell structure and function that are important for diverse microbial lifestyles. In addition, pays special attention to the biology of disease-causing organisms and microbiological problems facing medicine today. Usually offered every second year. Last offered in the spring of 2002.
Ms. Lovett

BIOL 134b Topics in Ecology
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. This course may be repeated for credit. Signature of the instructor required. The topic this year is tropical ecology. Considers the wide variety of interactions found in tropical ecosystems and the ways in which tropical ecology differs from the ecology of other regions. Annually, a different aspect of the global biosphere is selected for analysis using contemporary tools and approaches. In any year the focus may be on specific ecosystems (e.g., terrestrial, aquatic, tropical, arctic), populations, system modeling, or the contributions of physical or chemical factors defining a particular system. Please consult the *Course Schedule* for the particular topic. Usually offered every year. Last offered in the spring of 2002.
Staff

NBIO 136b Computational Neuroscience
[sn]

Prerequisites: MATH 10a or PHYS 10a or approved equivalents. An introduction to methods and results in mathematical and computer modeling of neural systems. Topics include the basic biophysics of ion conduction, single- and multi-compartment neuron models, information theory and neural codes, the representation and processing of images by the visual system, and models of synaptic plasticity, learning, and memory. Usually offered every second year. Last offered in the spring of 2002.
Mr. Abbott

NBIO 140b Principles of Neuroscience
[sn]

Prerequisite: BIOL 22b or permission of the instructor. Basic principles of neurobiology. Topics include ion channels and their role in generating resting and action potentials; basics of synaptic physiology and pharmacology; neural circuits underlying behavior, learning, and mental illness. Usually offered every year. Will be offered in the fall of 2002.
Ms. Marder

NBIO 143b Developmental Neurobiology
[sn]

Prerequisite: BIOL 22b or permission of the instructor. Discusses the mechanisms used in the development of the nervous system. Topics include determination of neuronal cell fates, neuronal differentiation and pattern formation, neuron survival and growth, and mechanisms responsible for generation of connectivity in the nervous system. Usually offered every second year. Last offered in the spring of 2002.
Ms. Sengupta

NBIO 145b Systems Neuroscience

[sn]

Prerequisite: NBIO 140b.

Deals with the fundamental issues relating to the function of the central nervous system. Topics covered include perception, memory, consciousness, and action. Emphasizes the insight that can be gained by multiple perspectives, in particular anatomy, cellular physiology, in vivo recordings from awake-behaving animals, psychophysics (behavior), and computational modeling. Usually offered every year. Last offered in the spring of 2002. Mr. Lisman

NBIO 147a Neurogenetics

[sn]

Prerequisites: BIOL 18a and BIOL 22a*(formerly BIBC 22a). Signature of the instructor required.*

Development and function of the nervous system and responses of excitable cells studied in neurological and behavioral mutants. Characterization and manipulation of genes, defined by these mutations and using molecular biological tools. Organisms: microbes, roundworms, fruit flies, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to visual and chemical stimuli, biological rhythms, and reproductive behavior. Usually offered every third year. Last offered in the spring of 2001. Mr. Hall

NBIO 148b Cellular Neuroscience

(Formerly NBCH 148b)

[sn]

Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b. This course may not be repeated for credit by students who have taken NBCH 148b in previous years

Focuses on the ionic and molecular basis of action and synaptic potentials with special emphasis on cellular mechanisms of plasticity. Students examine the Hodgkin-Huxley experiments on axonal action potentials and the original research literature dealing with all aspects of synaptic transmission, neuronal excitability, and their plasticity. Usually offered every year. Will be offered in the fall of 2002. Ms. Turrigiano

BIOL 149b Molecular Pharmacology

[sn]

Prerequisites: BIOL 22b, and CHEM 25a and b. NBIO 140b strongly recommended.*Signature of the instructor required.*

Covers the essentials of pharmacology and the study of the actions of chemical agents (drugs, toxins, neurotransmitters, and hormones) that interact with living systems. Emphasizes molecular mechanisms of neuropharmacology. Topics include pharmacokinetics, hormone action, autonomic pharmacology, and the psychopharmacology of drugs of abuse and mental disorders. Usually offered every third year. Last offered in the spring of 2001. Ms. Griffith

BIOL 160b Human Reproductive and Developmental Biology

[wi sn]

Prerequisites: BIOL 22a (formerly BIBC 22a)*and BIOL 22b. Signature of the instructor required. A library intensive course.*

This course deals with hormonal, cellular, and molecular aspects of gametogenesis, fertilization, pregnancy, and birth. We will also discuss pathological and abnormal variations that occur and the available medical technologies for intervention, correction, and facilitation of these processes. Usually offered every year. Will be offered in the fall of 2002. Mr. Wangh

BIOL 172b Growth Control and Cancer

[wi sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Enrollment limited to 80. A library intensive course.

Covers the fundamental rules of behavior of cells in multicellular organisms. Examines cellular and molecular mechanisms that govern cell growth, differentiation and survival in normal cells as well as how this regulation is disrupted in cancer. Usually offered every second year. Last offered in the spring of 2002. Mr. Ren

BIOL 173b Programmed Cell Death

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a), BIOL 22b, and BCHM 100a or permission of the instructor. Enrollment limited to 24.

Apoptosis, the programmed death of vertebrate cells, is essential for normal development and health. Examines the topic through recent research papers, lectures, and student presentations, with emphasis on the mechanism of apoptosis and its role in human diseases such as cancer and neurological disorders. Usually offered every third year. Last offered in the spring of 2001. Mr. Fulton

BIOL 175b Advanced Immunology

[sn]

Prerequisite: BIOL 125a or permission of the instructor.

A survey of recent advances in molecular immunology. Topics include hematopoietic stem cell biology, blood lineage commitment, growth factor signal transduction, the nature and specificity of antigen receptors, the regulation and mechanism of V(D)J recombination, and B and T cell development. Usually offered every second year. Last offered in the spring of 2002. Mr. Sen

Cross-Listed Courses**ANTH 116a**

Human Osteology

Bioorganic Chemistry

See Biochemistry.

A graduate program

Biophysics and Structural Biology

Courses of Study:
Master of Science
Doctor of Philosophy

Objectives

Graduate Program in Biophysics and Structural Biology

The interdepartmental graduate program in biophysics and structural biology, leading to the degree of Doctor of Philosophy, is designed to develop the student's capacity for independent research. The program is focused on the application of the physical sciences to important problems in molecular and cellular biology. It offers opportunities for study and research in a variety of fields, including protein crystallography and magnetic resonance spectroscopy, molecular microscopy, biophysical chemistry, neuroscience, sensory transduction, and chemo-mechanical energy transduction. Applicants are expected to have strong backgrounds in physical sciences with undergraduate majors in any related field, such as biology, biochemistry, chemistry, engineering, mathematics, or physics. The course requirements for the Ph.D. degree are formulated individually for each student to complement the student's previous academic work, with the goal of providing a broad background in the physics and chemistry of biological processes.

Research for the Ph.D. dissertation is carried out under the personal supervision of a faculty advisor; advisors can be from any department within the School of Science. Prospective applicants should obtain the complete list of faculty research interests and recent publications from the program or view this information on the World Wide Web at: www.bio.brandeis.edu/biophysics.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School are given in an earlier section of this *Bulletin*. Applications should include, in addition to letters of reference, a personal statement describing the reasons for the applicant's interest in the field and previous research experience, if any. Applicants are required to take the Graduate Record Examination and are encouraged to visit Brandeis for interviews, if possible.

Faculty Advisory Committee

Jeff Gelles, Chair
(Biochemistry, Volen National Center for Complex Systems)

David DeRosier
(Biology, Rosenstiel Center)

Ulrich Genick
(Biochemistry)

Nikolaus Grigorieff
(Biochemistry, Rosenstiel Center)

Dorothee Kern
(Biochemistry, Volen National Center for Complex Systems)

Christopher Miller
(Biochemistry, Volen National Center for Complex Systems)

Requirements for the Degree of Master of Science**Program of Study**

The graduate program does not normally admit students to pursue the M.S. degree. In special cases, however, the M.S. degree may be awarded upon completion of an approved program of study consisting of at least six graduate-level courses in biology, physics, biochemistry, or chemistry with a grade of B- or better. Generally, the courses include BIOP 200b, BIOP 300a, and BIOP 300b.

Residence Requirement

The minimum residence requirement is one year.

Language Requirement

There is no language requirement.

Thesis

To qualify for the M.S., a student must submit a thesis reporting a substantial piece of original research carried out under the supervision of research advisor or advisors.

Requirements for the Degree of Doctor of Philosophy**Program of Study**

The Ph.D. program in biophysics and structural biology is designed to accommodate students with previous academic majors in a wide range of fields, including biology, physical chemistry, engineering, and physics. Consequently, the course requirements for the Ph.D. degree are tailored to the needs of the particular student. In consultation with each entering student, the program chair formulates a program of study for the student based on the student's previous academic accomplishments and scientific interests. Successful completion of the courses listed in the program of study fulfills the course requirements for the Ph.D. degree. Ordinarily, the required program of study consists of seven one-semester courses, of which six are completed in the student's first year. The first year courses include the proseminar (BIOP 200b) and two courses of laboratory rotations (BIOP 300a,b). In addition to the seven courses, the noncredit course CONT 300b (Ethical Practice in Health-Related Sciences) is required of all first-year students.

Teaching Requirement

As part of their Ph.D. training, students are required to assist with the teaching of two, one-semester courses.

Residence Requirement

The minimum residence requirement is three years.

Language Requirement

There is no language requirement.

Financial Support

Students may receive financial support (tuition and stipend) throughout their participation in the Ph.D. program. This support is provided by a combination of University funds, funding grants, and faculty research grants.

Qualifying Examinations

To qualify for the Ph.D. degree, each student must write and defend in oral examinations three propositions related to research in biophysics or structural biology. The subject of the second proposition must be outside the immediate area of the student's dissertation research.

Dissertation and Defense

The dissertation must report the results of an original scientific investigation into an approved subject and must demonstrate the competence of the Ph.D. candidate in independent research. The dissertation research must be presented and defended in a Final Oral Examination.

Courses of Instruction**(200 and above) Primarily for Graduate Students****BIOP 200b Biophysics and Structural Biology Proseminar**

Intended for first-year biophysics and structural biology graduate students, but open to other graduate students with permission of the instructor.

Introduces students to quantitative and physical approaches to biological problems through critical evaluation of the original literature. Students analyze scientific papers on a wide range of topics in the fields of biophysics and structural biology. Discussion focuses on understanding of the scientific motivation for and experimental design of the studies. Particular emphasis is placed on making an independent determination of whether the authors' conclusions are well justified by the experimental results. In consultation with the instructor, each student also develops a research proposition based on independent reading and prepares a research plan in the form of a mock-grant proposal. Usually offered every year.
Mr. Genick

BIOP 300a and b Introduction to Research in Biophysics

Students must consult with the program chair prior to enrolling in these courses. Students carry out projects in the research laboratories of faculty members. Projects and faculty are selected from the Departments of Biochemistry, Biology, Chemistry, and Physics. Usually offered every year.
Mr. Gelles and Staff

Each semester after the first-year, students must register for Dissertation Research in the 400 series courses within the department of the faculty member with whom they are doing their research.

CONT 300b Ethical Practice in Health-Related Sciences

Required of all first-year graduate students in health-related science programs. Not for credit.

Scientists are becoming increasingly aware of the importance of addressing ethical issues and values associated with scientific research. This course, taught by University faculty from several graduate disciplines, covers major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies are complemented by two public lectures during the course. Usually offered every year.
Mr. Fulton

Cross-Listed Courses**BCHM 102a**

Quantitative Approaches to Biochemical Systems

BCHM 104b

Physical Chemistry of Macromolecules

BIOL 105b (formerly BIBC 105b)

Molecular Biology

Courses of Related Interest**BCHM 171b**

Protein X-Ray Crystallography

BCHM 219b

Enzyme Mechanisms

BCHM 224a

Single-Molecule Biochemistry and Biophysics

BIOL 102b

Structural Molecular Biology

BIOL 103b

Mechanisms of Cell Functions

BIOL 104a

Structural Approaches to Cell Biology

CHEM 111a

Computational Chemistry

CHEM 132b

Advanced Organic Chemistry: Spectroscopy

CHEM 141b

Kinetics

CHEM 229b

Special Topics in Inorganic Chemistry: Introduction to X-Ray Structure Determination

CHEM 235b

Advanced NMR Spectroscopy

NBIO 140b

Principles of Neuroscience

NBIO 145b

Systems Neuroscience

PHYS 104a

Condensed Matter I

Department of Chemistry

Courses of Study:
Minor
Major (B.A./B.S.)
Combined B.A./M.S.
Master of Science
Doctor of Philosophy

Objectives

Undergraduate Major

The chemistry major offers a broad training in modern chemistry, covering the major subfields—biochemistry, inorganic, organic, and physical—and at the same time allowing students to pursue their special interest(s). Chemistry is the central science and chemistry major provides a solid preparation for professional work in chemistry and allied fields; for study at the graduate level, in chemistry and in other related fields (biochemistry, environmental science, pharmacology, polymer science, etc.); for professional schools (e.g., medicine, dentistry); and for developing an understanding of the technological and scientific issues challenging our society today—useful professionally in law and business, as well as in everyday life. Chemistry majors are given the opportunity to develop extensive, practical experience, through laboratory courses using macro- and microscale techniques. Chemistry majors are encouraged to participate in independent research, which is an important part of a scientific education.

Graduate Program in Chemistry

The Graduate Program in Chemistry, leading to the M.S. and Ph.D. degrees, includes course work, seminar participation, research, and teaching, and is designed to lead to a broad understanding of the subject. Entering students may be admitted to either the master's or the doctoral program. The Ph.D. is offered with specializations in inorganic, organic, and physical chemistry. All students will be required to demonstrate knowledge in advanced areas of inorganic, organic, and physical chemistry. The doctoral program is designed to be flexible so that individual programs of study may be devised to satisfy the particular interests and needs of each student. In each case this program will be decided by joint consultation between the student, the Graduate Studies Committee, and the thesis supervisor, when selected. The doctoral program will normally include a basic set of courses in the student's own area of interest, to be supplemented by advanced courses in chemistry and, where appropriate, biochemistry, biology, mathematics, and physics.

Ph.D. in Chemistry with Specialization in Chemical Physics

The Graduate Program in Chemical Physics is an interdisciplinary specialization designed to meet the needs of students who wish to prepare themselves for the study of scientific problems using the methods and theories of modern physics and physical chemistry.

This objective is attained by (1) formal course work in chemistry, physics, and, possibly, mathematics; (2) participation in relevant graduate seminars; (3) a program of supervised research involving chemical physics; and (4) independent study. The program is designed to be flexible in providing individual programs of study to satisfy the particular interests and needs of each student. Final programs of study and research will be arrived at by the student, the student's research supervisor, and the Chemical Physics Committee. Only candidates for the Ph.D. degree will be accepted. A master's degree is not offered, but students who satisfy the appropriate requirements will be eligible for the M.S. degree in chemistry.

How to Become an Undergraduate Major

The most important qualification for becoming a chemistry major is interest in and enjoyment of chemistry. In chemistry, as in other sciences, courses build on each other; therefore, it is important to begin early. Most students (but not all) take general chemistry and calculus in their first year. The chemistry major requires PHYS 11a,b [Basic Physics I,II], which is a prerequisite for physical chemistry (CHEM 41a,b) and advanced experimental chemistry (CHEM 59a,b) [although the premedical program will accept either PHYS 10a,b or PHYS 11a,b]. Completing PHYS 11a,b by the end of the sophomore year will allow students to take CHEM 41 and 59 during their junior year. Every October, interested students meet with chemistry faculty and majors at a "meet the majors" gathering called to discuss the major in chemistry. Students should consult with their faculty advisors to develop a program of courses to shape their needs and interests. To apply for the Honors Program, a student must select a research advisor and submit a proposed plan to the department by September 10 of his or her senior year.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to the graduate program in chemistry. In addition, the undergraduate curriculum of applicants should include courses in inorganic, organic, and physical chemistry.

Faculty

Thomas Pochapsky, Chair

Self-assembly of chemical and biological systems. Transient interactions in solution by NMR. NMR of soluble proteins. Protein stability and folding by NMR and mutagenesis.

Mel Bernstein

Materials science.

Iu-Yam Chan

Magnetic resonance and optical spectroscopy under pressure. Dynamics of quantum tunneling reactions.

Li Deng

Asymmetric catalysis and asymmetric synthesis. Solid phase synthesis and combinatorial chemistry. Chiral recognition. Chemical approaches towards understanding protein functions.

Milos Dolnik

Physical chemistry.

Emily Dudek, Undergraduate Advising Head

Coordination compounds of transition metals. Synthesis of polynuclear chelates. Characterization of compounds through magnetic and spectroscopic properties.

Irving Epstein

Oscillating chemical reactions and pattern formation in reaction diffusion systems. Mathematical modeling of biochemical kinetics and neural systems.

Bruce Foxman

X-ray structure determination. Coordination polymers. Chemical, physical, and crystallographic studies of solid-state reactions. Automatic solution of crystal structures using novel computer techniques.

Anne Gershenson

Protein dynamics, stability, and folding. Optical spectroscopy of single molecules. Protein engineering and directed evolution.

Michael Henchman

Analysis of the science behind art; its dissemination via the Web.

James Hendrickson

Synthesis of natural products. Computerization of synthesis design and development of new synthetic reactions.

Judith Herzfeld

Solid state NMR studies of structure and functional mechanisms in membrane proteins. Statistical thermodynamics of spontaneous order in crowded solutions of self-assembling proteins and surfactants.

Peter Jordan

Statistical mechanics of membranes and of membrane transport. Electrostatic modeling of ion pores. Molecular dynamics. Theories of ionic solvation.

Philip Keehn

Synthetic methods, organic synthesis of strained rings, and theoretically interesting molecules. Host-guest complexes. Plant medicinals. Applications of NMR spectroscopy to organic systems. Photooxidation.

Oleg Ozerov

Organometallic chemistry. Structure, bonding, and reactivity relationships. Catalytic applications of organotransition metal complexes. Ligand promoted reactivity at transition metal centers.

Gregory Petsko (Director, Rosenstiel Center)

Protein crystallography, especially direct observation of transient species by low-temperature and Laue methods. Signal transduction in allergy and chemotaxis. Protein dynamics. Protein engineering. Structure/function of p-glycoproteins. Yeast genetics.

Arthur Reis

Forensic science.

Dagmar Ringe (Rosenstiel Center)

Protein crystallography and structural enzymology. Rational drug design. Structure and function of PLP dependent enzymes, DNA binding proteins, and enzymes that utilize bimetallic centers for catalysis.

Timothy Rose

Physical chemistry.

Barry Snider

Development of new synthetic methods. Mechanisms of synthetically important reactions. Total synthesis of natural products.

Colin Steel

Chemistry of excited molecules and radicals. The kinetics and mechanisms of photochemical and thermal reactions. Photophysics and photochemistry of infrared laser-induced reactions.

Thomas Tuttle

Chemistry of liquid solutions. Composition and structures of species in metal solutions in polar solvents. Application of spectroscopy, e.g., magnetic resonance, optical and spectropolarimetry, to elucidation of the composition and structure of solutions. Theory of chemical species in solution.

Anatol Zhabotinsky

Chemical and biological kinetics. Oscillating chemical reactions. Chemical waves and pattern formation. Metabolic regulation. Dynamics of synaptic transmission.

Requirements for the Undergraduate Major

Degree of Bachelor of Arts

A. Two semesters of general chemistry lectures (CHEM 10a,b; 11a,b; or 15a,b) with laboratory (CHEM 18a,b; 19a,b).

B. Five semester lecture courses, at least four of them in CHEM, chosen from among CHEM 25a,b and courses in CHEM or BCHM numbered 40 or higher (including BIBC 105b and NBIO 148b). Courses should include at least one in each of the following subfields: inorganic chemistry (CHEM 121a, 122b), organic chemistry (CHEM 25a,b), physical chemistry (CHEM 41a,b).

C. CHEM 29a plus three laboratory courses chosen from CHEM 29b, 39b, 59a, or 59b.

D. MATH 10a,b or 11a,b, and PHYS 11a,b or 15a,b, which are prerequisites for CHEM 41a,b and CHEM 59a,b.

E. Additional requirements for degree with departmental honors: Two semesters of CHEM 99d (Senior Research); grade point average of 3.00 or higher in all courses offered for the major, including laboratories. Students must petition the department by September 10 of their senior year to enter the Senior Honors Program. Students interested in taking a program of study approved by the American Chemical Society should consult their faculty advisors.

F. Students planning to pursue graduate study in chemistry should be sure that their program of study includes at least two semesters each of organic chemistry lectures (CHEM 25a,b) and laboratory (CHEM 29a,b), physical chemistry lectures (CHEM 41a,b) and laboratory (CHEM 59a,b), or intermediate chemistry laboratory (CHEM 39b), and BCHM 100a. Physics laboratory (PHYS 19a,b), a reading knowledge of a foreign language (preferably German), and a working knowledge of a computer language are also advisable.

G. All transfer students must pass satisfactorily a minimum of three chemistry or biochemistry courses at Brandeis at a level of CHEM 25 or higher with one of the three being CHEM 39b, 59a, or 59b.

H. A student may graduate with a double major in biology and chemistry if the major requirements in each department are fully met.

I. A student may graduate with a double major in chemistry and biochemistry if the major requirements in each department are fully met.

Degree of Bachelor of Science

A. Two semesters of general chemistry lectures (CHEM 10a,b; 11a,b; or 15a,b) with laboratory (18a,b; 19a,b).

B. Two semesters of organic chemistry lectures (CHEM 25a,b) with laboratory (29a,b).

C. Two semesters of physical chemistry lectures (CHEM 41a,b).

D. One semester of inorganic chemistry lectures (CHEM 121a or 122b).

E. Three, four-credit laboratory courses (CHEM 39b; 59a,b; or one arranged with a laboratory instructor).

F. Two additional 100-level CHEM courses. (A 100-level BCHM course may be substituted for one of the two courses.)

G. MATH 10a,b and PHYS 11a,b.

H. Additional requirements for degree with departmental honors: Two semesters of CHEM 99d (Senior Research) and a grade point average of 3.00 or higher in all courses offered for the major including laboratories. Students must petition the department by September 10 of their senior year to enter the senior honor program.

I. For students planning to pursue graduate study in chemistry, BCHM 100a, physics laboratory PHYS 19a,b (Physics Laboratory I, II) a reading knowledge of a foreign language (preferably German), and a working knowledge of a computer language are advisable.

J. All transfer students must pass satisfactorily a minimum of three chemistry or biochemistry courses at Brandeis at a level of CHEM 25 or higher with one of the three being CHEM 39b, 59a, or 59b.

Combined B.A./M.S. Program

Candidates for departmental honors may be admitted to a special four-year B.A./M.S. program upon recommendation of the department and the Graduate School. Application must be made by May 1 preceding the senior year. Students must complete requirements A-E as described in the requirements for degree of Bachelor of Arts. Additionally, a 130-level organic course, a 140-level physical course, and two other 100-level courses from the School of Science must be taken. At least four of these courses may not be counted towards the major requirement. Grades of B- or better are required in the 100-level science courses.

Requirements for the Undergraduate Minor

The minor in chemistry consists of the equivalent of six full-credit (four-semester-hour) courses and three half-credit (two-semester-hour) courses:

A. CHEM 11a and 11b (or CHEM 10a and 10b, or 15a and 15b).

B. CHEM 18a and 18b (or 19a and 19b).

C. CHEM 25a.

D. CHEM 29a.

E. Three additional full-credit (four-semester-hour) chemistry courses that meet the major requirements. BCHM 101a, 101b, or 104b may count as one of the three courses.

Special Notes Relating to Undergraduates

Either CHEM 10a,b lecture and CHEM 18a,b laboratory, or CHEM 11a,b lecture and CHEM 18a,b laboratory or CHEM 15a,b lecture and CHEM 19a,b laboratory will satisfy the general chemistry requirements of most medical schools. The organic chemistry requirements of most medical schools will be satisfied by CHEM 25a,b lecture and CHEM 29a,b laboratory.

Requirements for the Degree of Master of Science

Program of Study

Each candidate is required to successfully complete one year of study at the graduate level in chemistry, or, with prior permission of the Graduate Studies Committee, in related fields. The program will include laboratory work and, normally, six term courses at the graduate level. The detailed program of study will be chosen jointly by the candidate and the Graduate Studies Committee to reflect the candidate's area of interest as well as a perspective of other areas.

Library Training Requirement

All graduate students are required to complete a designated library training program in their first year.

Placement and Evaluation of Progress

Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry in placement examinations in physical, organic, and inorganic chemistry. These examinations are set twice a year, before the start of each term. The results of these examinations will determine the student's initial program of course work and will be considered by the Graduate Studies Committee in evaluating the student's progress.

Residence Requirement

The minimum residence requirement for the M.S. degree is one year.

Teaching Requirement

It is required that all graduate students participate in undergraduate teaching during the course of their studies.

Requirements for the Degree of Doctor of Philosophy

Program of Study

A balanced program of study will be prepared by the student and the Graduate Studies Committee. In general, students will be required to take a minimum of seven graduate-level courses, of which two must be outside the student's field of research. If a student fails to pass a placement examination after two attempts, a graduate course must be taken in that area of chemistry before the end of the second year. A list of courses appropriate for this purpose is available upon request. For students entering with a master's degree or the equivalent, two to four courses may be transferred for credit. It is expected that doctoral students will choose a research advisor during the first year, normally in the second term.

Placement and Evaluation of Progress

Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry in placement examinations in physical, organic, and inorganic chemistry. These examinations are set twice a year, before the start of each term. The results of these examinations will determine the student's initial program of course work and will be considered by the Graduate Studies Committee in evaluating the student's progress.

Admission to the Ph.D. degree program will be based on the student's record in course work during the first year and his or her performance on the placement examinations. Further progress will be evaluated on a yearly basis by the Graduate Studies Committee.

Qualifying Examinations

The graduate student must demonstrate proficiency by taking the doctoral qualifying examinations in his or her major field: organic, physical, or inorganic chemistry. In the organic chemistry program, a cumulative examination procedure is used. Each year, six one-hour examinations (on unannounced topics) are given. The qualifying examination requirement is satisfied by passing six cumulative exams. In physical chemistry and inorganic chemistry, the student is assigned a set of propositions generally during the third term of graduate work. In physical chemistry the set consists of three propositions; the student takes a written examination on one proposition and is examined orally on all three. In inorganic chemistry the student is assigned two propositions. The student takes a written examination on one proposition and is examined orally on a research proposal (supplied either by the student or faculty) and the remaining proposition. Students in all fields must maintain satisfactory progress by passing these examinations.

Residence Requirement

The minimum residence requirement is three years.

Seminar

Each student in residence is required to attend and participate in the seminar in their chosen major throughout the period of graduate study. Each student is expected to present two seminars during their residence.

Teaching Requirement

It is required that all graduate students participate in undergraduate teaching during the course of their studies.

Library Training Requirement

All graduate students are required to complete a designated library training program in their first year.

Language and Computer Programming Requirements

Each student in the organic and inorganic Ph.D. programs must demonstrate a useful reading knowledge of scientific French, German, or Russian within the first two years of residence. Each student in the physical chemistry Ph.D. program must demonstrate a working knowledge of Fortran, Basic, or C.

Dissertation and Defense

A dissertation is required that describes the results of an original investigation and demonstrates the competence of the candidate in independent investigation, critical ability, and effectiveness of expression. The student must successfully defend the dissertation in a Final Oral Examination.

Requirements for the Degree of Doctor of Philosophy in Chemistry with Specialization in Chemical Physics**Program of Study**

It is expected that some candidates for the Ph.D. degree in chemistry with specialization in chemical physics may require a longer period of time in course work than will students in either of the fields of physics or chemistry. In general, the program for the Ph.D. in chemistry with specialization in chemical physics will include eight term graduate courses: four in physical chemistry, one in either organic or inorganic chemistry, and three in physics. No specific course work in mathematics is required, but students are expected to be familiar with the techniques necessary for the proper pursuit of their research.

Students may satisfy their program's course requirements in part or in its entirety by passing (or giving evidence of ability to pass) the final examination in the appropriate number of such courses. Courses in areas related to chemistry and physics may also be considered by the Chemical Physics Committee in partial fulfillment of the requirements.

Placement and Evaluation of Progress

Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry, physics, and mathematics by the performance in three placement examinations: organic or inorganic chemistry and one each in physical chemistry and physics/

mathematics. These examinations are set twice a year, before the start of each semester. The results of these examinations will determine the student's initial program of course work and also be considered by the Chemical Physics Committee in evaluating the student's progress.

Qualifying Examinations

Qualifying examinations in chemical physics are generally taken during the third term of graduate work. The student is assigned a set of three propositions; the student takes a written examination on one proposition and is examined orally on the remaining two.

Library Training Requirement

All graduate students are required to complete a designated library training program in their first year.

Language and Computer Programming Requirements

There is no foreign language requirement for the Ph.D. degree in chemical physics. Each student must demonstrate a working knowledge of Fortran, Basic, or C.

Seminar

Each student in residence is required to attend and to participate in the Chemical Physics Seminar. Participation in other seminars in physics and chemistry is also recommended.

Teaching Requirement

It is required that all graduate students participate in undergraduate teaching during the course of their studies.

Residence Requirement

The minimum residence requirement for the Ph.D. degree is three years.

Dissertation and Defense

A dissertation is required that describes the results of an original investigation and demonstrates the competence of the candidate in independent investigation, critical ability, and effectiveness of expression. The student must successfully defend the dissertation in a Final Oral Examination.

Courses of Instruction**(1-99) Primarily for Undergraduate Students****CHSC 3a The Planet as an Organism: Gaia Theory and the Human Prospect**
[qr sn]

Does NOT meet requirements for the major in chemistry. Prerequisites: High school biology, chemistry, and algebra.
In the Gaian view, all life on Earth is part of a giant living organism that encompasses the entire planet with a global anatomy, metabolism, and physiology. This course explores the scientific basis for this view, the controversy surrounding it, and its implications for the human enterprise. Usually offered every second year. Last offered in the spring of 2002.
Ms. Herzfeld

CHSC 5a The Magnitude of Things and How on Earth They Matter
[qr sn]

Does NOT meet requirements for the major in chemistry. Enrollment limited to 25.
Four statements concerning the age, condition, and destiny of earth as affected by humans are used to implement examinations of relevant issues. These examinations require knowledge in several scientific disciplines that will be provided as the substance of the course. Usually offered every second year. Last offered in the fall of 2001.
Mr. Tuttle

CHSC 6a Forensic Science: Col. Mustard, Candlestick, Billiard Room
[qr wi sn]

Prerequisites: High school chemistry and biology. Does NOT meet requirements for the major in chemistry. A library intensive course.
Examines the use of chemical analytical instrumentation, pathology, toxicology, DNA analysis, and other forensic tools. Actual and literary cases are discussed. Error analysis, reliability, and predictability of results are considered. Usually offered every year. Will be offered in the fall of 2002.
Mr. Reis

CHSC 8b Chemistry and Art
[qr sn]

Does NOT meet requirements for the major in chemistry. Lab fee: \$25. Signature of the instructor required.
Topics include a scientific description of the materials and methods used in making works of art; light and the chemistry of color; pigments and dyes; restoration and conservation; scientific examination of artworks: the identification of fakes; and scientific probes of influence and style. Usually offered every second year. Last offered in the spring of 2002.
Mr. Henchman

CHEM 10a Basic Chemistry
[qr sn]

Signature of the instructor required for final registration. This course may not be taken for credit by students who have passed CHEM 11a or 15a in previous years.
Designed for students whose high school records suggest they are not prepared for CHEM 11. CHEM 10a,b will prepare students for organic chemistry. A basic course in chemical principles; emphasis on stoichiometry, thermochemistry, atomic

structure, and periodicity, molecular structure and bonding, states of matter, and properties of solutions. Three class hours plus one, one-hour recitation per week. The corresponding lab is CHEM 18a. Usually offered every year. Will be offered in the fall of 2002.

Ms. Dudek

CHEM 10b Basic Chemistry

[qr sn]

Prerequisite: A satisfactory grade (C- or better) in CHEM 10a or the equivalent. Signature of the instructor required for final registration. This course may not be taken for credit by students who have passed CHEM 11b or 15b in previous years.

A continuation of CHEM 10a. A basic course in chemical principles, emphasis on kinetics, chemical equilibrium, thermodynamics, electrochemistry, coordination, compounds, nuclear chemistry, and descriptive chemistry. Three class hours plus one, one-hour recitation per week. The corresponding lab is CHEM 18b. Usually offered every year. Will be offered in the spring of 2003.

Ms. Dudek

CHEM 11a General Chemistry

[qr sn]

This course may not be taken for credit by students who have passed CHEM 10a or 15a in previous years.

A basic course in chemical principles, with examples drawn from the chemistry of living systems as well as from environmental chemistry and materials science. Topics covered include stoichiometry, thermochemistry, introduction to chemical equilibrium, properties of solutions, atomic structure and periodicity, molecular structure and bonding, and states of matter. Three class hours and one one-hour recitation per week. The corresponding lab is CHEM 18a. Usually offered every year. Will be offered in the fall of 2002.

Mr. Pochapsky

CHEM 11b General Chemistry

[qr sn]

Prerequisite: A satisfactory grade (C- or better) in CHEM 11a or the equivalent. This course may not be taken for credit by students who have passed CHEM 10b or 15b in previous years.

A basic course in chemical principles, with examples drawn from the chemistry of living systems as well as from environmental chemistry and materials science. Topics covered include kinetics, chemical equilibrium, thermodynamics, electrochemistry, coordination compounds, nuclear chemistry, and descriptive chemistry. Three class hours and one, one-hour recitation per week. The corresponding lab is CHEM 18b. Usually offered every year. Will be offered in the spring of 2003.

Mr. Petsko

CHEM 15a Honors General Chemistry,

Lectures

[qr sn]

Signature of the instructor required for final registration. This course may not be taken for credit by students who have passed CHEM 10a or 11a in previous years.

An advanced version of CHEM 11a for students with good preparation as indicated by strong high school records in science.

Three class hours and one, one-hour recitation per week. The corresponding laboratory is CHEM 19a. Usually offered every year. Will be offered in the fall of 2002.

Mr. Foxman

CHEM 15b Honors General Chemistry,

Lectures

[qr sn]

Signature of the instructor required for final registration. A satisfactory grade (C- or better) in CHEM 15a or the equivalent. A

continuation of CHEM 15a. This course may not be taken for credit by students who have passed CHEM 10b or 11b in previous years.

An advanced version of CHEM 11b. Three class hours and one, one-hour recitation per week. The corresponding laboratory is CHEM 19b. Usually offered every year. Will be offered in the spring of 2003.

Mr. Rose

CHEM 18a General Chemistry Laboratory I

Corequisite: CHEM 10a or CHEM 11a.

Dropping CHEM 10a or CHEM 11a (lecture) necessitates written permission from the lab instructor to continue with the lab. May yield half-course credit toward rate of work and graduation. Two semester hour credits.

Laboratory fee: \$45 per semester. Enrollment limited to 40 per section. This course may not be taken for credit by students who have passed CHEM 19a in previous years.

Introduction to methods for characterizing pure substances. Included in the analytical methods are gas chromatography-mass spectroscopy and infrared measurements. A synthesis project that includes analyzing the product by titration. Analysis of the metal content of substances by visible absorbance and atomic absorption. One, one-hour laboratory lecture per week. One, one-hour optional recitation per week. Usually offered every year. Will be offered in the fall of 2002.

Mr. Dolnik

CHEM 18b General Chemistry Laboratory II

Prerequisites: A satisfactory grade (C- or better) in CHEM 18a and CHEM 10a or CHEM 11a. Corequisite: CHEM 10b or CHEM 11b. Dropping CHEM 11b (lecture) necessitates written permission from the lab instructor to continue with the lab. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45 per semester. Enrollment limited to 44 per section. This course may not be taken for credit by students who have passed CHEM 19b in previous years.

The second semester of the general chemistry laboratory program. Continued use of probes interfaced with computers to monitor pH and electrical conductivity changes in titrating amino acids, to monitor pressure changes as part of a kinetics study, and to monitor voltage changes of electrochemical cells with temperature so as to establish thermodynamic parameters for redox reactions. Also microscale syntheses of coordination compounds followed by microscale titration of metal content and addition characterization of the compounds and relative coordinate bond strengths in the products. Usually offered every year. Will be offered in the spring of 2003.

Mr. Dolnik

CHEM 19a Honors General Chemistry

Laboratory I

Corequisite: CHEM 15a. Dropping CHEM 15a (lecture) necessitates written permission from the lab instructor to continue with the lab. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45 per semester. Enrollment limited to 14 per section. This course may not be taken for credit by students who have taken CHEM 18a in previous years.

Develops modern laboratory techniques at a higher level than CHEM 18a, using more advanced topics and equipment. One afternoon of laboratory per week. One, one-hour laboratory lecture per week. Usually offered every year. Will be offered in the fall of 2002.

Mr. Rose

CHEM 19b Honors General Chemistry

Laboratory II

Prerequisite: A satisfactory grade (C- or better) in CHEM 19a; Corequisite: CHEM 15b. Dropping CHEM 15b (lecture) necessitates written permission from the lab instructor to continue with the lab. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45 per semester. Enrollment limited to 14 per section. This course may not be taken for credit by students who have taken CHEM 18b in previous years.

Continuation of CHEM 19a and includes one long project. Usually offered every year. Will be offered in the spring of 2003.

Mr. Tuttle

CHEM 25a Organic Chemistry, Lectures
[sn]

Prerequisite: A satisfactory grade (C- or better) in CHEM 10b, 11b, 15b, or the equivalent.

Structure, reactions, preparations, and uses of the compounds of carbon. Three class hours and one, one-hour recitation per week.

Usually offered every year. Will be offered in the fall of 2002.

Mr. Hendrickson

CHEM 25b Organic Chemistry, Lectures
[sn]

Prerequisite: A satisfactory grade (C- or better) in CHEM 25a or its equivalent.

A continuation of CHEM 25a. Three class hours and one, one-hour recitation per week. Usually offered every year. Will be offered in the spring of 2003.

Mr. Keehn

CHEM 29a Organic Chemistry Laboratory I

Prerequisite: A satisfactory grade (C- or better) in CHEM 18b or 19b or the equivalent.

Corequisite: CHEM 25a. Dropping CHEM 25a necessitates written permission from lab instructor to continue with the lab. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45. Enrollment limited to 35 per section.

Gives experience in the important techniques of organic chemical laboratory practice of isolation and purification of organic compounds by crystallization, distillation, and chromatography, and their characterization using analytical and instrumental methods. One afternoon of laboratory per week. One, 50-90-minute laboratory lecture per week. Usually offered every year. Will be offered in the fall of 2002.

Mr. Keehn

CHEM 29b Organic Chemistry Laboratory II

Prerequisite: A satisfactory grade (C- or better) in CHEM 29a or the equivalent.

Corequisite: CHEM 25b. Dropping CHEM 25b necessitates written permission from lab instructor to continue with the lab. May yield half-course credit toward rate of work and graduation. Two semester hour credits. Laboratory fee: \$45. Enrollment limited to 35 per section.

A continuation of CHEM 29a with an emphasis on the synthesis of typical organic compounds. One afternoon of laboratory per week. One, 90-minute laboratory lecture per week. Usually offered every year. Will be offered in the spring of 2003.

Mr. Snider

CHEM 33a Environmental Chemistry
[sn]

Prerequisite: One year of general chemistry, CHEM 10a,b; 11a,b; or 15a,b; or the equivalent.

Surveys our understanding of the undisturbed environment and how it developed, and addresses environmental problems arising from human activities. Relevant chemistry of the atmosphere and hydrosphere will be emphasized, with brief discussions of related science of the geosphere and biosphere. Usually offered every third year. Last offered in the fall of 2000.

Staff

CHEM 39b Intermediate Chemistry Laboratory
[sn]

Prerequisites: Satisfactory grades (C- or better) in: CHEM 10a,b, 11a,b, 15a,b or equivalent; CHEM 18a,b, 19a,b or equivalent; CHEM 25a,b or equivalent; CHEM 29a,b or equivalent. Four semester-hour credits. Laboratory fee: \$45 per semester. Enrollment limited to 10.

In this lab compounds are synthesized and a wide range of instrumental methods of analysis—HPLC, GC-MS, IR, NMR, AA—are used to characterize the products. The lectures cover the instrumentation and its theoretical bases. One, four-and-a-half hour lab per week and two one-and-a-half hour lab lectures per week. Usually offered every third year. Will be offered in the spring of 2003.

Ms. Dudek

CHEM 41a Physical Chemistry, Lectures I
[sn]

Prerequisites: Satisfactory grades (C- or better) in CHEM 10b, 11b, 15b or equivalent; MATH 10a,b or equivalent; PHYS 11a,b or 15a,b. Organic chemistry is also recommended.

Kinetic theory of gases, topics in chemical thermodynamics; introductory aspects of statistical mechanics. Three lecture hours per week. Usually offered every year. Will be offered in the fall of 2002.

Mr. Jordan

CHEM 41b Physical Chemistry, Lectures II
[sn]

Prerequisites: Satisfactory grades (C- or better) in CHEM 10b, 11b, 15b or equivalent; MATH 10a,b or equivalent; PHYS 11a,b or 15a,b. Organic chemistry is also recommended.

Topics include quantum mechanics, spectroscopy, and statistical thermodynamics. Three lecture hours per week. Usually offered every year. Will be offered in the spring of 2003.

Ms. Gershenson

CHEM 59a Advanced Experimental Chemistry
[sn]

Prerequisites: A satisfactory grade (C- or better) in CHEM 18b or equivalent; CHEM 41a or 41b (may be taken concurrently) or equivalent. Laboratory fee: \$45 per semester. An advanced course in methods and techniques of experimental chemistry. CHEM 59a and b form a two-semester sequence, either half of which may be taken independently. The program includes methodology of quantitative measurement, statistical data analysis, and report writing; and spectroscopic and other instrumental methods in a modern chemical research environment. Physicochemical phenomena are used as a vehicle in the study. One, one-hour lecture and one afternoon of laboratory per week. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Steel

CHEM 59b Advanced Experimental Chemistry
[sn]

Prerequisites: A satisfactory grade (C- or better) in CHEM 18b or equivalent; CHEM 41a or b (may be taken concurrently) or equivalent. Laboratory fee: \$45 per semester. See CHEM 59a for course description. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Tuttle

CHEM 95a Directed Studies in Chemistry

Prerequisites: CHEM 25a, and 29a, or equivalent. Does not meet the major requirements in chemistry. Laboratory fee: \$45 per semester. Signature of the instructor required. May not be repeated for credit. A designated library training component must be completed as soon as it is offered. A library intensive course.

Readings and/or independent laboratory work. Periodic conferences with advisor and a final written report. CHEM 95a and 95b may be taken individually as one-semester courses or together as a year-long sequence. Usually offered every year.

Staff

CHEM 95b Directed Studies in Chemistry

See CHEM 95a for special notes and course description. Usually offered every year.

Staff

CHEM 99d Senior Research

Prerequisites: CHEM 41a, 59a or 59b, or equivalent, which may be taken concurrently. Open only to senior honors candidates. Does not meet the major requirements in chemistry. Laboratory fee: \$45 per semester. Permission of department and signature of the instructor required. A designated library training component must be completed as soon as it is offered. At the end of the first semester, the introduction to the research thesis with extensive bibliography is due. A library intensive course.

A year-long course focused on a research project with a member of the department. Successful completion of the course will involve the writing of a detailed report on the project. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

CHEM 110b Instrumental Analytical Chemistry

[sn]
Prerequisite: Satisfactory grade(s) in CHEM 41a and b, CHEM 59a and b, or equivalent. Laboratory fee: \$45. Signature of the instructor required.
Techniques of instrumental chemical analysis. Application of instrumental methods to the separation and analysis of complex mixtures. Students rotate through ongoing research laboratories. Data treatment includes computers in the analytical chemistry laboratory. Two afternoons per week; approximately two hours of laboratory lecture and six hours of laboratory per week. Offered on request.
Staff

CHEM 111a Computational Chemistry

[sn]
Prerequisite: Satisfactory grades in CHEM 41a and b, or equivalent. Does not meet the major requirements in chemistry. Signature of the instructor required.
Selected topics in computational chemistry, including one or two of the following: small molecule modeling, biomolecular modeling, quantum mechanical modeling. Usually offered every second year. Last offered in the fall of 2001.
Mr. Jordan

CHEM 121a Inorganic Chemistry I, Lectures

[sn]
Prerequisite: A satisfactory grade in CHEM 25a and b. Signature of the instructor required.
Symmetry, structure, and bonding in inorganic compounds. Solid-state chemistry. Ionic and electronic conductors, including superconductors. Applications of group theory and bonding theory to main group compounds and transition metal complexes. Coordination chemistry: structure and reactions. Usually offered every year. Will be offered in the spring of 2003.
Mr. Foxman

CHEM 122b Inorganic Chemistry II, Lectures

[sn]
Prerequisite: A satisfactory grade in CHEM 25a and b. Signature of the instructor required.
Theory and experiments; synthesis, characterization and properties of organometallic compounds and their applications in homogeneous catalysis and organic synthesis. Usually offered every year. Will be offered in the fall of 2002.
Mr. Ozerov

CHEM 130a Advanced Organic Chemistry: Structure

[sn]
Prerequisite: A satisfactory grade in an undergraduate organic chemistry course. Signature of the instructor required.
Chemical bonding and structure, stereochemical principles and conformational analysis, organic reaction mechanisms, structures and activities of reactive intermediates, and pericyclic reactions. Usually offered every year. Will be offered in the fall of 2002.
Mr. Deng

CHEM 131a Advanced Organic Chemistry: Topics in Structure and Reactivity

[sn]
Prerequisite: A satisfactory grade in an undergraduate organic chemistry course. Signature of the instructor required.
Broad coverage of a variety of transformations involving additions, eliminations, substitutions, oxidations, reductions, and rearrangements. Usually offered every year. Will be offered in the fall of 2002.
Mr. Kechen

CHEM 132b Advanced Organic Chemistry: Spectroscopy

[sn]
Prerequisite: A satisfactory grade in an undergraduate organic chemistry course. Signature of the instructor required.
Application of spectroscopy to the elucidation of structure and stereochemistry of organic compounds, with emphasis on modern NMR and MS methods. Usually offered every year. Last offered in the spring of 2002.
Staff

CHEM 134b Advanced Organic Chemistry: Synthesis

[sn]
Prerequisite: A satisfactory grade in an undergraduate organic chemistry course. Signature of the instructor required.
Modern synthetic methods are covered, with an emphasis on mechanism and stereochemical control and organometallic methods. Formation of carbon-carbon single and double bonds and carbocycles and procedures for oxidation, reduction, and functional group interchange are discussed. Selected total syntheses are examined. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Deng

CHEM 137b The Chemistry of Organic Natural Products

[sn]
Prerequisite: A satisfactory grade in CHEM 25a and b, or the equivalent. Signature of the instructor required.
The biosynthesis of natural products is surveyed within a biogenetic framework. Occurrence, function, biosynthesis, and chemical synthesis is covered. The range of reactions available for biosynthetic reactions is studied in the context of the transformations that are catalyzed and the mechanisms used by the enzymes that perform them. These are contrasted with the strategies used in a chemical synthesis. Usually offered every year. Will be offered in the spring of 2003.
Ms. Ringe

CHEM 141a Chemical Thermodynamics

[sn]
Prerequisite: Satisfactory grade in undergraduate physical chemistry. Familiarity with multivariable calculus. Signature of the instructor required.
Statistical, classical, and irreversible thermodynamics; principles, tools, and applications. Usually offered every year. Will be offered in the fall of 2002.
Mr. Tuttle

CHEM 141b Kinetics

[sn]
Prerequisite: A satisfactory grade in undergraduate physical chemistry. Signature of the instructor required.
Macroscopic kinetics: elementary reactions and rate laws. Kinetic study of reaction mechanisms: techniques for kinetic measurements; fast reactions; treatment of kinetic data. Microscopic kinetics: molecular dynamics, transition state theory. Reactions in the gas phase and in solution. Catalytic and chain reactions. Enzyme kinetics. Nonlinear dynamics: chemical oscillations and waves. Usually offered every year. Will be offered in the spring of 2003.
Mr. Zhabotinsky

CHEM 142a Quantum Chemistry

[sn]

Prerequisite: Passing grades in CHEM 41a and b, or equivalent. Signature of the instructor required.

This class will discuss solutions of the Schrodinger equation for simple systems; operator techniques and approximation methods; atoms; the Born-Oppenheimer approximation; diatomic molecules; polyatomic molecules; and introduction to quantum chemical calculation. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Chan

CHEM 150b Special Topics in Chemistry

[qr sn]

Signature of the instructor required.

Topics vary from year to year. Usually offered every third year. Last offered in the fall of 2000.

Staff

(200 and above) Primarily for Graduate Students

CHEM 200a Advanced Chemistry

Laboratory I

Usually offered every year.

Staff

CHEM 200b Advanced Chemistry

Laboratory II

Usually offered every year.

Staff

CHEM 220c Inorganic Chemistry Seminar

Required of graduate students in inorganic chemistry every semester.

Staff

CHEM 229b Special Topics in Inorganic Chemistry: Introduction to X-Ray Structure Determination

Topics include basic diffraction and space group theory, practical manipulations of crystals and X-ray diffraction equipment, solving crystal structures, and interpretation of structural chemistry. Course will feature self-paced exercises on PCs. Usually offered every second year. Last offered in the fall of 2001.

Mr. Foxman

CHEM 231c Organic Chemistry Seminar

Required of graduate students in organic chemistry every semester.

Staff

CHEM 232b Heterocyclic Chemistry

The nature of aromatic heterocycles will be surveyed, followed by detailed discussion of their characteristic reactions and modes of synthesis. The course is organized to show a general predictive framework behind the details. Emphasis is placed on the mechanisms of heterocycle reactions. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Hendrickson

CHEM 234b Chemistry of Organometallic Compounds

The chemistry of organo-transition metal complexes, including their structures, chemical reactions, and use as reagents in organic synthesis. Usually offered every fourth year. Will be offered in the spring of 2003.

Mr. Ozerov

CHEM 235b Advanced NMR Spectroscopy

A detailed discussion of modern NMR methods will be presented. The course is designed so as to be accessible to nonspecialists, but still provide a strong background in the theory and practice of modern NMR techniques. Topics include the theory of pulse and multidimensional NMR experiments, chemical shift, scalar and dipolar coupling, NOE, spin-operator formalism, heteronuclear and inverse-detection methods, Hartmann-Hahn and spin-locking experiments. Experimental considerations such as pulse sequence design, phase cycling, and gradient methods will be discussed. Guest lecturers will provide insight into particular topics such as solid-state NMR and NMR instrumental design. Usually offered every third year. Last offered in the fall of 2000.

Mr. Pochapsky

CHEM 241c Physical Chemistry Seminar

Required of graduate students in physical chemistry every semester.

Staff

CHEM 243b Statistical Thermodynamics

Elementary statistical mechanics of ensembles of molecules and applications to thermodynamic systems. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Jordan

CHEM 250c Chemical Physics Seminar

Required of graduate students in chemical physics every semester.

Staff

Research Courses**CHEM 401d Dissertation Research**

Independent research for the Ph.D degree. Specific sections for individual faculty members as requested.

Staff

Chemistry Colloquium

Lectures by faculty and invited speakers. Required of all graduate students. Noncredit.

Courses of Related Interest

NBIO 136b

Computational Neuroscience

Chinese

Faculty

Qun Ao

Courses of Instruction

CHIN 10a Beginning Chinese

Enrollment limited to 18. Meets five days per week for a total of six class hours per week. Mandarin and the "Pin Yin" systems are taught in this intensive training course, intended for students with no previous knowledge of Chinese. Class meets five days per week plus one supervised lab hour. Offers training in basic Chinese grammar, speaking, aural comprehension, reading, and writing. Usually offered every fall.

Ms. Ao

CHIN 20b Continuing Chinese

Prerequisite: CHIN 10a. Enrollment limited to 18. Meets five days per week for a total of six class hours per week.

Continuation of CHIN 10a. Usually offered every spring.

Ms. Ao

CHIN 29b Pathways for Chinese Literacy [hum]

Signature of the instructor required. Meets five days per week for a total of five class hours per week.

For students who have significant bilingual background in Chinese Mandarin or a non-Mandarin dialect (e.g., Cantonese), listening and speaking abilities, acquired in the home. Reading and writing skills are acquired emphasized, but standard Mandarin pronunciation and grammatical structure are also stressed. Students who successfully complete this course can take an exemption test to fulfill the foreign language requirement. Usually offered every year. Will be offered in the fall of 2002.

Ms. Ao

CHIN 30a Intermediate Chinese [fl]

Prerequisite: CHIN 20b. Enrollment limited to 18. Meets five days per week for a total of five class hours per week.

A continuation of CHIN 20b. Development of skills in speaking, reading, and writing, including the writing of short essays. Usually offered every fall.

Ms. Ao

CHIN 40b Advanced Intermediate Chinese [hum]

Prerequisite: CHIN 30a. Enrollment limited to 18. Meets five days per week for a total of five class hours per week.

Continuation of CHIN 30a. Usually offered every spring.

Ms. Ao

CHIN 98a Readings in Modern Chinese

Prerequisite: CHIN 40b or equivalent.

Signature of the instructor is required.

Usually offered every year.

Ms. Ao

CHIN 98b Readings in Modern Chinese

Prerequisite: CHIN 40b or equivalent.

Signature of the instructor required.

A continuation of CHIN 98a. Usually offered every year.

Ms. Ao

CHIN 105a Advanced Conversation and Composition I [hum]

Prerequisite: CHIN 40b or equivalent.

Enrollment is limited to 18.

Designed for advanced students who wish to enhance and improve their skills in speaking, reading, and writing through reading and discussions of Chinese texts on various topics. Speaking and listening skills will be developed through audiotapes, guided conversation, and oral presentation. Usually offered every year. Will be offered in the fall of 2002.

Ms. Ao

CHIN 105b Advanced Conversation and Composition II [wi hum]

Prerequisite: CHIN 40b or equivalent.

Signature of the instructor required.

Designed for advanced students who wish to enhance and improve their speaking proficiency and writing skill. Speaking skills will be developed through guided conversation, discussion of texts and films, and oral presentation. Exercises and essays will be used to improve students' writing skills. Usually offered every year. Last offered in the spring of 2002.

Ms. Ao

Department of

Classical Studies

Courses of Study:

Minor

Major (B.A.)

Combined B.A./M.A.

Master of Arts

Objectives

The Department of Classical Studies offers courses in the languages, literatures, history, and archaeology of ancient Greece and ancient Rome, two cultures that are the intellectual, social, political, legal, scientific, and artistic origin of Western civilization. Along with the Hebrew Bible, the scholarly study of these cultures, which goes back to the death of Alexander the Great, is the original subject of university study. Their brilliance and beauty has not ceased to beguile and inform students for more than 2,000 years.

Undergraduate Major

A major in classical studies offers the opportunity to learn about all aspects of life in Greece and Rome. Aside from its aesthetic, spiritual, moral, and intellectual value, that study can have practical use as well: for example, the study of Latin is a proven key to communication skills in English and in the Romance languages; moreover, Latin and Greek have long been and continue to be sources of technical concepts and vocabulary in all fields of study, from cybernetics to political economy by way of astronomy and zoology.

A major in classical studies also enhances preparation for a wide number of professional fields, including law and medicine, as well as for the graduate study of literature, history, fine arts, archaeology, anthropology, philosophy, religion, and classics itself. The requirements for the major are designed to be flexible, so that individual students can focus their program around a particular interest like art and archaeology, history, or literature.

Graduate Program in Classics

The Graduate Program in Classics (Greek and Latin), leading to the M.A. degree, is designed to provide advanced training in Latin and Ancient Greek, in order to prepare students for advanced work in classics or related fields. The program is designed to be completed in one year, assuming that the candidate has acquired minimal competence in Latin or Greek before entering the program. We

consider minimum competence to be successful completion of an introductory course in Latin or Greek grammar plus one additional semester-course reading literature in the language of the grammar course. Candidates requiring course work in Latin or Greek to attain minimal competence may apply for Special Student Status and take the necessary undergraduate courses; or they may take courses to acquire minimal competence in one of the two languages while enrolled in the program on the basis of having acquired minimal competence in the other of the two. In either case, such courses do not count towards the residency requirement.

How to Become a Major

Students who have had some background in Greek and Latin are encouraged to resume studying those languages as soon as possible after entering Brandeis, as those skills are more difficult to retrieve after a passage of time. Students who have had no background in these languages should try to begin one of them as soon as possible after entering Brandeis. Often, students find it effective to take Latin or Greek to satisfy their language requirements and in the process can determine whether their interest in the classics is one they wish to pursue further.

How to be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, will apply to candidates for admission to the graduate program in classics. The Department of Classical Studies will evaluate applications received from the Graduate School with a view to a candidate's ability to perform successfully in the program. A writing sample should be part of a candidate's application.

Faculty

Leonard Muellner, Chair

Greek and Latin, language and literature.

Patricia Johnston, Graduate Advising Head
Latin and Greek, language and literature.

Ann Kosloski-Ostrow

Roman and Greek art and archaeology.

Amélie Oksenberg Rorty
Greek and Roman philosophy.

Cheryl Walker, Undergraduate Advising Head
Roman and Greek history.

Requirements for the Major

Students wishing to major in classical studies may choose one of four options: classics, Greek, Latin, or classical archaeology and ancient history. A major in classics includes the Greek and Latin languages and literatures, whereas a major in Greek language and literature or in Latin language and literature includes only one language. A major in classical archaeology and ancient history places less emphasis upon language and more upon courses in ancient history, ancient art, and archaeology. A student interested in an independent major in classical and English literature or old world archaeology may petition for such through the Office of Academic Affairs. Various archaeological excavation programs (with departmental approval) may be substituted for some required courses.

Major in Classics

- A. Eight semester courses in Greek and Latin numbered 30 or higher, with at least two in each language.
- B. One semester in Greek, Latin, or allied fields as approved by the student's advisor.
- C. Two ancient history courses, one in Greek history and one in Roman history.
- D. Additional requirement for students seeking honors: GRK or LAT 99d.
- E. Certification for teaching Latin in Massachusetts high schools can be obtained concurrently with the Brandeis bachelor's degree. For details see item E under "Major in Latin Language and Literature."

Major in Greek Language and Literature

- A. Four semester courses in Greek numbered 30 or higher.
- B. One semester course in Greek history.
- C. A combination of five semester courses selected from courses taught in or cross-listed by the Department of Classical Studies, where such courses have a significant classical component, as approved by the student's departmental advisor.
- D. Additional requirements for students seeking honors: GRK 99d.

Major in Latin Language and Literature

- A. Four semester courses in Latin numbered 30 or higher.
- B. One semester course in Roman history.
- C. A combination of five semester courses selected from among courses taught in or cross-listed by the Department of Classical Studies, or from courses offered in other departments having a significant classical component, as approved by the student's departmental advisor.
- D. Additional requirement for students seeking honors: LAT 99d.
- E. A major in either classics or Latin language and literature may obtain the Massachusetts Certificate for Teacher of Latin and Classical Humanities at the high school level by additionally completing requirements of the Education Program (q.v.). Interested students should meet with the program director as soon as possible for important further information.

Major in Classical Archaeology and Ancient History

- A. Seven semester courses in ancient history, classical archaeology, and classical literature or ancient art, including at least one survey in the history of Greece, one survey in the history of Rome, one topics course in ancient history or classical archaeology, and one introductory course in archaeology.
- B. One semester course in Greek or Latin numbered 30 or higher.
- C. Additional requirement for students seeking honors: CLAS 99d.

Independent Major

A student interested in an independent major in classical and English literature may petition for such through the Office of Undergraduate Academic Affairs. Normally, an independent major in classical and English literature requires a minimum of five courses in English, five in Greek and/or Latin at level 30 or higher, and a senior essay.

Minor in Classical Studies

A total of five courses is required, which may be any combination of ancient language courses at level 30 or higher and any CLAS or cross-listed course. Three of the five courses in the minor must be taught by members of the Department of Classical Studies.

NOTE: All classical studies courses (CLAS) are taught in English, and assigned reading materials are in English.

Combined B.A./M.A. Program

The four-year B.A./M.A. Degree Program in Classics is designed to enable exceptional or gifted undergraduates to earn two degrees simultaneously during their period of study at Brandeis University. Because of the program's heavy concentration on Greek and Latin, it provides a strong grounding for those students who plan to proceed to a doctoral degree. Eligibility for the program is normally limited to majors in the classics who have maintained a minimum 3.40 (B+) grade point average overall and a 3.67 (A-) grade point

average in their Greek and Latin courses numbered 30 or higher. Students must make formal written application for admission on forms available at the Office of the Graduate School of Arts and Sciences. This must be done by May 1 of the student's junior year (usually the sixth semester at Brandeis). All applications must include a proposed course of study specifying how all degree requirements will be met. Students admitted to the program must fulfill all the requirements for a major in Greek or Latin *with honors*, as well as the special requirements for the College of Arts and Sciences and the Department of Classical Studies for the combined B.A./M.A. Specifically, they must complete a total of 38 courses (vs. the 32 required for the B.A.), including

- A. One course in Greek history.
- B. One course in Roman history.
- C. CLAS 200a (Proseminar in Classical Literature).
- D. A combination of 13 Greek and Latin courses (or any combination of the two, as approved in advance by the Graduate Advising Head) numbered 30 or higher, at least two of which are numbered 200 or higher. Alternatively, candidates may satisfy up to two of the translation course requirements by examination, replacing them with electives approved by the graduate advisor. The following courses satisfy the advanced language translation requirement: GRK 110b, 115b, 120b, LAT 110b, 114b, 115a, 116b, 117a, 118a, 118b, 119b, 120a, 125a.
- E. All candidates will complete the honors requirements (either GRK 99d or LAT 99d).
- F. All candidates will complete the requirements for the M.A. by passing an examination on the history, explication, and translation of selected works in Greek or Latin.

All candidates for the combined B.A./M.A. must complete all the requirements for the program by the end of their eighth semester (for entering freshmen). If the requirements for the M.A. portion are not complete at that time then the student is only eligible for the B.A. degree.

Requirements for the Degree of Master of Arts

Program of Study

- A. CLAS 200a (Proseminar in Classical Literature).
- B. Six translation courses in Latin and/or Greek, at least two numbered 200 or higher, and at least two numbered 100-199, plus one elective, chosen from the electives list, which is available from the graduate advising head. Possible electives include courses in classical art and archaeology, ancient history, and ancient philosophy. Alternatively, candidates may satisfy up to two of the translation course requirements by examination, replacing them with electives chosen from the electives list. These replacements must be approved in advance by the graduate advising head. The following courses satisfy the language translation requirement: GRK 110b, 115b, 120b, LAT 110b, 114b, 115a, 116b, 117a, 118a, 118b, 120a, 125a.

Residence Requirement

The minimum residence requirement is one year.

Examination Requirement

All candidates will complete the requirements for the M.A. by passing an examination and explication of selected works in Greek and/or Latin.

Courses of Instruction

HUM 10a The Western Canon

[hum]

This course may not be taken for credit by students who have taken ENG 10a.
Foundational texts of the Western Canon: Bible, Homer, Virgil, and Dante. Thematic emphases and supplementary texts vary from year to year.
Mr. Muellner

CLAS 98a Directed Reading

Signature of the instructor required.
Usually offered every year.
Staff

CLAS 98b Directed Reading

Signature of the instructor required.
Usually offered every year.
Staff

CLAS 99d Senior Research

Signature of the instructor required.
Majors will be guided by their major professor in writing their honors paper. Usually offered every year.
Staff

CLAS 100a Survey of Greek History: Bronze Age to 323 B.C.E.

[hum]

The political and social development of the Greek city-states from Bronze Age origins to the death of Alexander. Usually offered every second year. Last offered in the fall of 2001.
Ms. Walker

CLAS 115b Topics in Greek and Roman History

[wi hum ss]

Topics vary from year to year; see *Course Schedule* for current topic. Usually offered every year. Last offered in the spring of 2002.
Ms. Walker

CLAS 133b The Art and Archaeology of Ancient Greece

[ca hum]

Surveys the main forms and styles of Greek art and architecture from the Bronze Age through the Hellenistic period in mainland Greece and on the islands of the Aegean. Archaeological remains and ancient literary evidence help explore the relationships between culture, the visual arts, and society. Usually offered every second year. Last offered in the spring of 2001.
Ms. Koloski-Ostrow

CLAS 134b The Art and Archaeology of Ancient Rome

[ca hum]

Surveys the art and architecture of the ancient Romans from the eighth century B.C.E. to the end of the empire in Sicily, mainland Italy (with focus on Rome, Ostia, Pompeii, and Herculaneum), and in the Roman provinces. Usually offered every second year. Last offered in the spring of 2002.
Ms. Koloski-Ostrow

CLAS 145b Topics in Greek and Roman Art and Archaeology

[ca hum]

Topics vary from year to year and course may be repeated for credit. Topics include Pompeii; Athens and the Golden Age of Greece; and Jews and Judaism in the Graeco-Roman world. See *Course Schedule* for current topic and description. Usually offered every year. Last offered in the spring of 2002.
Ms. Koloski-Ostrow

CLAS 165a Survey of Latin Literature in Translation

[hum]

Famous Roman texts (200 B.C.E.-200 C.E.) are read from various viewpoints. Usually offered every third year. Will be offered in the fall of 2002.
Ms. Koloski-Ostrow

CLAS 170a Classical Mythology

[hum]

An introduction to Greek and Roman mythology. Usually offered every fourth year. Last offered in the fall of 1999.
Mr. Muellner

CLAS 171a Greek Epic and Athenian Drama

[hum]

Surveys Greek epic poetry and the tragic and comic drama produced in the city-state of Athens (Aeschylus, Sophocles, Euripides, and Aristophanes). The intention is to convey the place of these works in the social, political, religious, and intellectual life of ancient Greece as well as their enduring universality. Usually offered every fourth year. Last offered in the fall of 2000.
Mr. Muellner

Greek and Latin Courses

All Greek and Latin courses numbered 40 or higher require reading knowledge of the respective language.

GRK 10a Beginning Ancient Greek

The basics of Ancient Greek language and an initiation into the artistic, religious, social, political, and psychological dynamics of Ancient Greece. After taking its sequel, GRK 20b, students can read Homer or Plato in the original. Usually offered every year. Last offered in the spring of 2002.
Mr. Muellner

GRK 20b Continuing Ancient Greek

Prerequisite: GRK 10a.

Fundamentals of Greek grammar through reading. Usually offered every year. Will be offered in the fall of 2002.
Mr. Muellner

GRK 30a Intermediate Ancient Greek: Literature

[fl]

Prerequisite: GRK 20b or equivalent (consult instructor).
Readings from Plato's *Apology* and Herodotus's *Histories* in Greek. Usually offered every year. Will be offered in the fall of 2002.
Mr. Muellner

GRK 98a Directed Reading

Signature of the instructor required.
Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.
Staff

GRK 98b Directed Reading

Signature of the instructor required.
Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.
Staff

GRK 99d Senior Research

Signature of the instructor required.
For seniors writing an honors thesis under direction. Usually offered every year.
Staff

GRK 110b Greek Epic

[fl hum]

Prerequisite: GRK 20b or equivalent (consult instructor).
Selections from Homer's *Iliad* or *Odyssey*, in Greek. Usually offered every second year. Last offered in the spring of 2002.
Mr. Muellner

GRK 115b Ancient Greek Drama

[fl hum]

The plays of Aeschylus, Aristophanes, Euripides, and Sophocles in Greek. A different playwright is studied each year. See *Course Schedule* for current topic. Usually offered every fourth year. Last offered in the spring of 1999.
Mr. Muellner

GRK 120b Greek Prose Authors

[fl hum]

Selections from Herodotus, Thucydides, Plato, Aristotle, Demosthenes, and other prose authors, in Greek. See *Course Schedule* for current topic. Usually offered every third year. Last offered in the spring of 2001.
Mr. Muellner

LAT 10a Beginning Latin

An introduction to Latin grammar, based on Latin authors. Usually offered every year. Will be offered in the fall of 2002.
Ms. Johnston

LAT 20b Continuing Latin

Prerequisite: LAT 10a or permission of the instructor.
See LAT 10a for course description. Usually offered every year. Last offered in the spring of 2002.
Ms. Johnston

LAT 30a Intermediate Latin: Literature

[fl]

Prerequisite: LAT 20b or permission of the instructor. This course satisfies the foreign language requirement.

Selections of Latin prose and verse from various periods. Usually offered every year. Will be offered in the fall of 2002.
Ms. Walker

LAT 98a Directed Reading

Signature of the instructor required.

Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.
Staff

LAT 98b Directed Reading

Signature of the instructor required.

Generally reserved for those students who have exhausted regular course offerings. Usually offered every year.
Staff

LAT 99d Senior Research

Signature of the instructor required.

For seniors writing an honors thesis under direction. Usually offered every year.
Staff

LAT 110b Advanced Latin Composition

[fl hum]

Poetry and prose composition. Offered on request.
Ms. Johnston

LAT 114b Latin Prose Authors

[fl hum]

A close study of Cicero and other prose authors. Usually offered every fourth year. Last offered in the spring of 1998.
Staff

LAT 115a Roman Drama

[fl hum]

Selected plays of Plautus and Terence, in Latin. Usually offered every fourth year. Last offered in the spring of 2000.
Ms. Johnston

LAT 116b Roman Satire

[fl hum]

The satires of Horace and Juvenal, in Latin. Usually offered every fourth year. Last offered in the spring of 1999.
Ms. Johnston

LAT 117a Lucretius, *De Rerum Natura*

[fl hum]

Close reading (in Latin) and discussion of poetic and philosophical dimensions of the poem. Usually offered every fourth year. Last offered in the spring of 2002.
Ms. Johnston

LAT 118a Latin Lyric and Elegiac Poetry

[fl hum]

Selections from Catullus, Horace, Propertius, Tibullus, and Ovid in Latin. Usually offered every fourth year. Will be offered in the fall of 2002.
Ms. Johnston

LAT 118b Roman Historians

[fl hum]

Selections from the histories of Julius Caesar, Sallust, Livy, and Tacitus, in Latin. Usually offered every fourth year. Last offered in the fall of 2000.
Ms. Johnston

LAT 119b Ovid: *Metamorphoses*

[fl hum]

Selections from Ovid's mythological-poetic history of the universe, in Latin. Usually offered every fourth year. Last offered in the spring of 2001.
Ms. Johnston

LAT 120a Vergil

[fl hum]

Selections from Vergil's *Eclogues*, *Georgics*, and *Aeneid* in Latin. Usually offered every fourth year. Last offered in the fall of 2001.
Ms. Johnston

LAT 125a Medieval Latin

[fl hum]

Prerequisite: LAT 20 or equivalent demonstration of an ability to read Latin. Enrollment is limited to 20.

Surveys Medieval Latin prose and poetry, from the fourth to the 14th centuries, and their influence on subsequent English, French, and Italian literature. Materials will be studied in the original Latin and English. Offered on request.
Ms. Walker

(200 and above) Primarily for Graduate Students

CLAS 200a Proseminar in Classical Studies
Informs and inspires graduate students about scholarship in the field of classical studies. Each member of the department leads the seminar for three weeks in an in-depth investigation of a specific aspect of classical studies. Students learn the problems, tools, methods, and current creative paths in that particular topic. Students undertake a small-scale research project for each three-week session. Usually offered every year. Last offered in the spring of 2002.
Staff

CLAS 320a and b Directed Readings

Usually offered every term.
Staff

GRK 320a and b Directed Readings

Usually offered every term.
Staff

LAT 320a and b Directed Readings

Usually offered every term.
Staff

Cross-Listed Courses

HIST 103a

Roman History to 455 C.E.

HIST 124b

Science in the Ancient Medieval World

HOID 108b

Greek and Roman Ethics: From Plato to the Stoics

NEJS 116b

The Archaeology of Ancient Israel and Its Neighbors

NEJS 192b

Ancient Greek-Speaking Judaism and Christianity

Courses of Related Interest

ANTH 1a

Introduction to the Comparative Study of Human Societies

ANTH 60a

Introduction to Archaeological Methods

ANTH 187a

Materials Research in Archaeology, I

ANTH 188b

Materials Research in Archaeology, II

ARBC 10a

Beginning Literary Arabic

ARBC 20b

Continuing Literary Arabic

ARBC 30a

Intermediate Literary Arabic

ARBC 40b

Advanced Intermediate Literary Arabic

ARBC 103a and b

Advanced Literary Arabic

FA 40b

The Formation of Jewish, Christian, and Islamic Art

NEJS 108a

Elementary Akkadian

NEJS 109b

Intermediate Akkadian

PHIL 122a

Classical Political Theory

Comparative History

See History.

Comparative Literature

Courses of Study:
Major (B.A.)

Objectives

Comparative Literature is the study of literature and culture across national and linguistic boundaries with emphasis placed on the comparison of literary texts. The program offers the student an opportunity to combine an interest in a particular foreign literature and literature in general with studies in theory, film, folklore, artistic expression, and literary criticism. Course offerings divide into two categories: period courses, which examine the spirit and intellectual continuity of an age reflected in the works of its major authors; and thematic courses, which emphasize a literary theme, motif, genre (e.g., novel, lyric, drama, epic, picaresque), or mode (e.g., satire, allegory, symbolism). The common text in all courses is in English. The comparative literature faculty is drawn from departments of language and literature across the University.

How to Become a Major

All students are welcome to enroll in any course in the program, unless prerequisites are stipulated. Students interested in learning more about the comparative literature major are encouraged to speak with the undergraduate advising head in comparative literature.

Committee

Erica Harth, Chair and Undergraduate Advising Head
(Romance and Comparative Literature)

Mary Campbell
(English and American Literature)

Stephen Dowden
(Germanic and Slavic Languages)

Patricia Johnston
(Classical Studies)

Edward Kaplan
(Romance and Comparative Literature)

Susan Lanser
(English)

Richard Lansing
(Romance and Comparative Literature)

James Mandrell
(Romance and Comparative Literature)

Requirements for the Major

Comparative Literature Track I

The minimum requirement for the major in Comparative Literature Track I consists of 10 semester courses: The Proseminar in European Cultural Studies, five courses in comparative literature, three courses in any one foreign literature, and either the Senior Essay or the Senior Thesis.

Unless otherwise specified, courses in a foreign literature are taught in the original foreign language.

A. ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

B. Five semester courses in comparative literature from the COML and cross-listed courses below. At least one of the five courses must relate to literature prior to the 19th century (COML 102a, 103b, 104a, or HUM 10a).

C. Three upper-level semester courses in any one of the following foreign literatures: French, German, Greek, Hebrew, Italian, Latin, Russian, Spanish.

D. Majors are required to enroll in and complete one of the following options in the senior year: COML 97a or 97b (Senior Essay), or COML 99d (Senior Thesis), a full-year course. Students who wish to qualify for departmental honors must elect the thesis option. Honors are awarded on the basis of cumulative excellence in all courses taken in the major, including the Senior Thesis.

E. It is strongly recommended that majors (especially those who plan a graduate career in comparative literature) begin a second foreign language. In addition to the courses listed below, students should consult offerings in all foreign literatures, English, philosophy, history of ideas, and theater arts.

Comparative Literature Track II

The minimum requirement for the major in Track II consists of 10 semester courses: the Proseminar in European Cultural Studies, four in comparative literature, two in any one foreign literature, two in English literature or any second foreign literature, and either the Senior Essay or the Senior Thesis option.

A. ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

B. Four semester courses in comparative literature from the COML and cross-listed courses below, at least one of which must relate to literature prior to the 19th century (COML 102a, 103b, 104a, or HUM 10a).

C. Two upper-level semester courses in any one of the following foreign literatures: French, German, Greek, Hebrew, Italian, Latin, Russian, Spanish.

D. Two upper-level semester courses in English literature or a second foreign literature (consult offerings in the Department of English and American Literature or the relevant foreign literature department).

E. All majors are required to enroll in and complete one of the following options in the senior year: COML 97a or 97b (Senior Essay), or COML 99d (Senior Thesis), a full-year course. Students who wish to be considered for departmental honors must elect the thesis option. Honors will be awarded on the basis of cumulative excellence in all courses taken in the major, including the Senior Thesis. Departmental honors will be awarded on the basis described above. All courses in comparative literature are conducted in English.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

COML 97a Senior Essay

Signature of the instructor and the advising head of comparative literature required.

Usually offered every year.

Staff

COML 97b Senior Essay

Signature of the instructor and the advising head of comparative literature required.

Usually offered every year.

Staff

COML 98a Independent Study

May be taken only by majors with the written permission of the advising head and the chair of the department. Signature of the instructor required.

Readings and reports under faculty supervision. Usually offered every year.

Staff

COML 98b Independent Study

May be taken only by majors with the written permission of the advising head and the chair of the department. Signature of the instructor required.

Reading and reports under faculty supervision. Usually offered every year.

Staff

COML 99d Senior Thesis

May be taken only with the permission of the advising head. Signatures of the instructor and advising head required.

This is a full-year course that must be taken by all senior majors in comparative literature who wish to undertake honors work. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

COML 102a Love in the Middle Ages

[hum]

A study of the conventions of courtly love and other forms of love, sacred and erotic, in medieval literature. Readings include Dante's *Vita Nuova*, Boccaccio's *Decameron*, Chaucer's *Canterbury Tales*, Sir Gawain and the Green Knight, and Chrétien's *Yvain*. Usually offered every second year. Last offered in the spring of 2002.

Mr. Lansing

COML 103b Madness and Folly in Renaissance Literature

[hum]

A study of the theme of madness and folly as exemplified by the major writers of the Renaissance, including Erasmus, Rabelais, Montaigne, Boccaccio, Ariosto, Shakespeare, Petrarch, and Cervantes. Usually offered second year. Will be offered in the fall of 2002.

Mr. Lansing

COML 120a Art for the People

[hum]

Signature of the instructor required. How do literature and the arts transform people's lives and enrich the community? A look at selected works of Western art that have reached a broad public, from medieval drama to feminist art, from Charles Dickens to Maxine Hong Kingston. Usually offered every year. Last offered in the spring of 2002.

Ms. Harth

COML 127a Night, Death, and the Devil: The Fantastic and the Grotesque

[hum]

A study of the fantastic and the grotesque as they appear in the literature, film, music, and the visual arts of the 19th and 20th centuries. Particular attention is paid to uses of the demonic as an aesthetic system for contemplating the metaphysical and the subconscious. Usually offered every second year. Last offered in the spring of 2001.

Mr. Swensen

COML 128b Writing Social Inequality

[hum]

This course may not be taken for credit by students who have taken USEM 12b or USEM 12b+W (Not for the Fainthearted) in previous years.

Transformations of the theme of nature and culture (inferior vs. superior) into a discourse of social inequality. Texts include Shakespeare's *The Tempest*; Rousseau's *Second Discourse*; Marx and Engels, *The Communist Manifesto*; Freud, *Civilization and its Discontents*; Toni Morrison, *Sula*. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Harth

COML 129a Reflections on the Revolutions in France

[hum]

The French Revolution is the great watershed between the *Ancien Régime* and modern times. Studies the reaction to the events in France through a selective group of European novelists, essayists, and poets. Usually offered every third year. Last offered in the fall of 2000.

Staff

COML 130a Poetic Voices of Protest

[wi hum]

Poets are citizens, lovers, artists. Class discusses major poems by Whitman, Baudelaire, Rilke, Mallarmé, T.S. Eliot, Anna Akhmatova celebrating American nationhood, protesting World War, or Soviet dictatorship. Topics include myth, self-assertion, love and intimacy, decadence, ethics, history, a mother's voice. Usually offered every fourth year. Last offered in the fall of 1999.

Mr. Kaplan

COML 135b Sexualities and Cinema

[hum]

Course may be repeated for credit.

Considers from a comparative perspective topics relating to sexuality and film. Topics will vary but may include representations of homosexuality; representations of gays and lesbians; theoretical approaches to gay and lesbian films. Usually offered every third year. Last offered in the summer of 2000.

Mr. Mandrell

COML 144b The Outsider as Artist and Lover
[hum]

Baudelaire, Kierkegaard, and Kafka exemplify the struggle to achieve meaning through literature. But they believed that art or God required them to renounce love and marriage. Buber's analysis of "dialogue" will clarify the interrelation of creativity, faith, and human intimacy in their short stories, prose poems, parables, philosophical and autobiographical writings. Usually offered every third year. Last offered in the fall of 2001.

Mr. Kaplan

COML 147b The City: Metropolitan Glory and Urban Alienation
(Formerly LS 230b)

[hum]
May not be taken for credit by students who have taken LS 230b in previous years.

The imperial cities of Europe have symbolized majesty and promise as well as despair, alienation, and misery. Examines visions of the glory and ignominy, honor and depravity born of the modern metropolis. Course materials will include poetry, prose, visual art, and film. Usually offered every second year. Last offered in the spring of 2002.

Mr. Swensen

COML 152a The Rise and Fall of Humanism
[hum]

The emancipation of the human mind from fear, superstition, and intolerance is at the root of what is called the Humanist Tradition. This legacy began with the Greeks and the Romans, and has had wide repercussions throughout the ages to the present. Each period has emphasized freedom, the rights of the individual, and some sense of equality. But each age also redefined these concepts. Examines the birth, development, and decline of Humanism. Usually offered every fourth year. Last offered in the fall of 1999.

Staff

COML 160b Narrative in Literature and Film
[hum]

Prerequisites: FILM 100a, WMNS 5a, or any FREN, SPAN, ENG, or COML 100-level course. Signature of the instructor required. Examines the construction of narrative and meaning in literature and film. Class discussions of texts and film clips will focus on the interplay between visual and verbal images and imaginings in both media. Examples of works to be examined: Vladimir Nabokov, *The Defense*; Marleen Gorris, *The Luzhin Defense* (film); Charlotte Brontë, *Jane Eyre* (novel and film). Usually offered every second year. Will be offered in the fall of 2002.

Ms. Harth

COML 165a Reading, Writing, and Teaching Across Cultures
(Formerly LS 224b)

[hum]
Enrollment limited to 20. Contemporary literary representations of literacy, schooling, and language from a cross-cultural perspective. Students also analyze their own educational trajectories and experiences with writing and reading. Usually offered every second year. Will be offered the fall of 2002.

Ms. Hale

COML 179a Life Stories, Spiritual and Profane
[hum]

Enrollment limited to 25. Examines modern life stories (such as biographies, autobiographies, journals, fiction) concerning personal identity in relation to the search for God, mysticism and anguish, conversion, moral action, and intimate love. Augustine's *Confessions* and Teresa of Avila's *Life* provide models. Usually offered every third year. Last offered in the spring of 2001.

Mr. Kaplan

COML 180a The Theater of the Absurd
[hum]

Enrollment limited to 20. A study of the form and content of the theater of the absurd, in Europe and the United States, its antecedents, the theatrical tradition against which this new esthetic was born, and especially reading and presentations of the plays identified as "absurdist" drama. Class consists of lectures, discussions, in-class presentations of scenes, and frequent papers. Usually offered every second year. Last offered in the fall of 2001.

Ms. Hale

COML 185a Dickens and Dostoevsky
[hum]

Considers such issues as narrative, literary realism, and the manipulation of the grotesque and the sublime in representative works of Dickens and Dostoevsky. Because Dostoevsky was an avid reader of Dickens, class addresses questions of influence, particularly with regard to their shared thematic interests. Usually offered every second year. Last offered in the spring of 2001.

Ms. Miller

COML 195a Feminism and Film
[hum]

Signature of the instructor required. What feminist critics and theorists have to say about film from classic Hollywood to current feminist avant-garde and experimental cinema. Screenings of films about women, by women, and based on novels about feminism. Usually offered every second year. Last offered in the spring of 2001.

Ms. Harth

COML 198a Feminist Texts, Feminist Theory
[hum]

Signature of the instructor required. An introduction to current feminist literary and cultural theory. Topics of discussion will include debates within feminist thought, Anglo-American and French varieties of feminist theory, gender and genders, essentialism, postfeminism, postmodernism, and multiculturalism. Usually offered every third year. Last offered in the fall of 2000.

Ms. Harth

Cross-Listed Courses

CLAS 170a

Classical Mythology

EAS 125a

Japanese Literature from the Seventeenth-Century to the present: From the Floating World to Murakami Haruki

ECS 100a

European Cultural Studies: The Proseminar

ENG 77b

Literature of Global English

ENG 80a

Readings in the Short Novel

ENG 114b

Gender and the Rise of the Novel in England and France

ENG 127a

Novel in India

ENG 147b

South African Literature and Apartheid

GECS 183b

A History of Death

HUM 10a

The Western Canon

NEJS 169b

Responses to the Holocaust

THA 115b

The Avant-Gardes

Courses of Related Interest

EAS 175a

Masterpieces of Chinese Fiction

Department of

Computer Science

Courses of Study:
 Minor
 Major (B.A./B.S.)
 Combined B.A./M.A.
 Master of Arts
 Doctor of Philosophy

Objectives

Undergraduate Major

The undergraduate program in computer science teaches the fundamentals of theoretical and practical aspects of computing, preparing students for creative jobs in the computer industry and/or for graduate school. In addition, our curriculum is a stimulating and useful preparation for a number of indirectly related professions, such as law, medicine, and economics.

Graduate Program in Computer Science

The Graduate Program in Computer Science is concerned with the fundamental concepts arising in the development and use of computing systems, including the study of computational complexity and information theory, the design and analysis of serial and parallel algorithms, the design of programming languages, systems, and artificial intelligence.

A normal program of study in computer science at Brandeis starts with two years of basic graduate course work. At the completion of this course work, students are eligible for a master's degree. During this initial two-year period, candidates for the degree of Doctor of Philosophy select a thesis topic and advisor. Dissertation research typically requires two to three additional years.

How to Become an Undergraduate Major

Previous experience in computer programming is helpful, but not necessary (students lacking such knowledge may take COSI 11a [Programming in Java and C] in their first year). As a rule, our course sequence should not be started later than the sophomore year.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of the *Bulletin*, apply here. Applicants for admission to the computer science program must submit three letters of recommendation and are encouraged to take the Graduate Record Examination, and the advanced test in computer science. Funds from research grants and fellowships are available to provide financial support for well-qualified students.

Faculty

Timothy Hickey, Chair
Undergraduate Advising Head

Analysis of algorithms. Logic programming and parallel processing. Symbolic manipulation.

Richard Alterman

Artificial intelligence. Cognitive modeling. Natural language processing. Memory-based reasoning and everyday activity.

Mitch Cherniack

Databases. Software engineering. Programming languages.

Jacques Cohen

Compiler design. Analysis of parallel algorithms. Logic programming. Data structures.

Martin Cohn

Information theory. Codes. Sequences. Data compression.

Ira Gessel

Combinatorics.

Harry Mairson

Logic in computer science. Lambda calculus and functional programming. Type theory and constructive mathematics. Complexity theory. Algorithmics.

Jordan Pollack

Artificial intelligence. Neural networks. Machine learning. Evolutionary computation. Dynamical systems.

James Pustejovsky, Graduate Advising Head

Artificial intelligence. Computational linguistics. Machine learning.

Liuba Shrira

Operating systems. Distributed systems. Multi-cache computing.

James Storer

Data compression and image processing. Computational geometry. Parallel computing. Algorithms.

Requirements for the Undergraduate Major

Degree of Bachelor of Arts

The minimum requirements for the computer science major are 12 full courses plus two half-credit lab courses:

A. Core courses: COSI 21a and 22a, 21b and 22b, 29a, 30a, 31a, and 35a.

B. Mathematics courses: MATH 10a, 15a.

C. Electives: At least four additional COSI courses numbered 30 or above, excluding COSI 99d.

Degree of Bachelor of Science

The minimum requirement for the computer science major are 17 full courses and two half-credit lab courses:

A. Core courses: COSI 21a and 22a, 21b and 22b, 29a, 30a, 31a, and 35a.

B. Mathematics courses: MATH 10a, 10b, and 15a.

C. Two additional science courses selected from the following (students should consult the individual course entries for prerequisites, corequisites, and special notes):

BCHM 171b
 CHEM 111a
 MATH
 NBIO 136b
 NPSY 137b
 PHIL 106b
 PHYS 29a
 PHYS 29b
 PHYS 32b
 PHYS 33a

Protein X-Ray Crystallography
 Computational Chemistry
 Any mathematics course numbered 30 or higher
 Computational Neuroscience
 Cognitive Modeling
 Mathematical Logic
 Electronics Laboratory I
 Electronics Laboratory II
 Microprocessor Laboratory
 Optics Laboratory

D. Electives: At least six additional COSI courses, four numbered 30 or above and two numbered 100 or above, excluding COSI 99d.

Honors

Graduation with honors in computer science requires completion and defense of a Senior Honors Thesis; students considering this option should take note of the prerequisites for enrollment in COSI 99d (Senior Research).

Combined B.A./M.A. Program

Available only to Brandeis students who have completed all requirements for the undergraduate B.A. degree and have performed well in the computer science major. Students should apply in their senior year, at which time they should propose a course of study for the fifth year that typically consists of six graduate-level courses, which may include independent study.

Requirements for the Minor in Computer Science

- A. Demonstrated ability to program in C, or COSI 11a.
- B. COSI 21a and 22a.
- C. COSI 21b and 22b.
- D. COSI 31a.
- E. One elective in computer science numbered higher than 20.

Special Notes Relating to Undergraduates

Students may submit a written request to count a course from another department to satisfy one of the required computer science electives. Approval of such a request is based on the relationship of this course to the student's other computer science electives.

Requirements for the Degree of Master of Arts

Course Requirements

Satisfactory completion of an approved schedule of nine courses numbered 100 or above, which must include at least two courses from each of the following groups:

- A. AI Group: COSI 111a, 112a, 113b, 114b, 125a.
- B. Languages and Systems Group: COSI 120a, 127b, 140a, 146a, 147a, 150a, 155b.
- C. Algorithms and Theory Group: COSI 160a, 170a, 171a, 175a, 180a, 188a, 190a.

Residence Requirement

The minimum residency requirement is one and a half years.

Language Requirement

There is no foreign language requirement.

Requirements for the Degree of Doctor of Philosophy

Advisor

By the end of the first year the student must obtain the consent of a computer science faculty member to serve as advisor and dissertation committee chair.

Course Requirements

The same as that for the Master of Arts.

Teaching Requirement

The mentoring, training, and evaluation of teaching fellows is an ongoing and important component of the graduate program in computer science. Students normally teach one course per year, beginning as graders of problem sets and assignments and move progressively to higher levels of involvement with teaching in courses across the curriculum. They participate in the design and delivery of course lectures and each year, under the guidance of their faculty, they present several lectures. Whether students are preparing for an academic and research career, or an industry position, the teaching fellow experience is valuable training in course preparation and technical communication.

Thesis Committee and Proposal

1. Establishment by the advisor and the director of graduate studies of a thesis committee consisting of the advisor, two other Brandeis faculty, and one appropriate external member from outside Brandeis.

2. An approved, written thesis proposal by the candidate that surveys the relevant literature and states the goals of the dissertation and topics to be investigated (including aspects already completed or under way), along with an oral presentation to the thesis committee that is open to computer science faculty who wish to attend.

Thesis Defense

Public defense of a completed dissertation will be announced three weeks in advance. Copies of the complete thesis will be available to the faculty during these three weeks.

Residence Requirement

The minimum residency requirement is three years.

Language Requirement

There is no foreign language requirement.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

COSI 2a Introduction to Computers

[sn]

An introduction to the basic principles underlying computer hardware and software and to the implications of the wider use of computers in society. Topics will include hardware, software, Web page design, applet and servlet programming, the Internet, privacy and security issues, as well as a survey of current research directions, including artificial intelligence and parallel computing. Usually offered every year. Will be offered in the fall of 2002.

Mr. Hickey

COSI 11a Programming in Java and C

[sn]

This course may be repeated for credit by students who have taken COSI 11a before spring 1998.

A general introduction to structured programming and problem solving using C and Java, in the context of the World Wide Web. Students also learn GUI programming and advanced HTML authoring. There are weekly programming assignments. Computer science majors with adequate programming skills may wish to take COSI 21a directly. Usually offered every year. Last offered in the spring of 2002.

Staff

COSI 21a Data Structures and the Fundamentals of Computing

[qr sn]

Prerequisite: COSI 11a or programming facility in C. Corequisite: COSI 22a. This course satisfies the quantitative reasoning requirement only when taken with the corresponding lab.

An introduction to the fundamental concepts of computation: discrete structures (sets, relations, functions, sequences, graphs), the fundamental data structures and algorithms for sorting and searching (lists, queues, dequeues, heaps, hashing, binary trees, tries), and the analysis of algorithms (predicate logic, termination and correctness proofs, computational complexity). The associated laboratory course is COSI 22a. Usually offered every year. Will be offered in the fall of 2002.

Mr. Storer

COSI 21b Structure and Interpretation of Computer Programs

[qr sn]

Prerequisites: COSI 21a, 22a. Corequisite: COSI 22b. This course satisfies the quantitative reasoning requirement only when taken with the corresponding lab.

An introduction to the fundamental models of computation: functional programming, abstract data types, imperative programming, object-oriented programming, data-driven programming, meta-linguistic abstraction,

and logic programming. The associated laboratory course is COSI 22b. Usually offered every year. Last offered in the spring of 2002.

Mr. Mairson

COSI 22a Fundamentals of Programming

Corequisite: COSI 21a. May yield half-course credit toward rate of work and graduation.

Two semester hour credits.

An introduction to the tools and techniques needed to design, construct, verify, analyze, and maintain programs. One afternoon a week and one, one-hour lecture a week. Usually offered every year. Will be offered in the fall of 2002.

Mr. Storer

COSI 22b Programming Paradigms

Prerequisites: COSI 21a, COSI 22a.

Corequisite: COSI 21b. May yield half-course credit toward rate of work and graduation.

Two semester hour credits.

A practical introduction to the use of appropriate computational paradigms and programming methodologies to solve complex problems. Problem domains vary from year to year but typically include numerical programming, symbolic computation, natural language processing, simulation of physical systems, interpretation and compilation of programming languages. One afternoon a week and one, one-hour lecture a week. Usually offered every year. Last offered in the spring of 2002.

Mr. Mairson

COSI 29a Discrete Structures

[sn]

Covers topics in discrete mathematics with applications within computer science. Some of the topics to be covered include graphs and matrices; principles of logic and induction; number theory; counting, summation, and recurrence relations; discrete probability. Usually offered every year. Will be offered in the fall of 2002.

Mr. Gessel

COSI 30a Introduction to the Theory of Computation

[sn]

Prerequisites: COSI 21a,b; COSI 22a,b; COSI 29a.

Formal treatment of models of computation: finite automata and regular languages, pushdown automata and context-free languages, Turing machines and recursive enumerability. Church's thesis and the invariance thesis. Halting problem and undecidability, Rice's theorem, recursion theorem. Usually offered every year. Last offered in the spring of 2002.

Mr. Mairson

COSI 31a Computer Structures and Organization

[sn]

Prerequisites: COSI 21a,b; COSI 22a,b. Processors, memories, and peripherals and their interactions. Fundamental structures of computers from logic gates and circuits, through machines and assembly language, to the overall structure of operating systems. Usually offered every year. Will be offered in the fall of 2002.

Ms. Shkira

COSI 33b Internet and Society

[wi sn]

Prerequisite: COSI 2a or COSI 21a.

Enrollment limited to 300. A library intensive course.

An interdisciplinary survey of the Internet. Taught by a team of professors from several different departments, the course content will vary from year to year. Some particular topics to be covered are the architecture of the Internet (and the implications this has on its regulation), intellectual property, privacy, censorship, e-commerce, online education, and research. Usually offered every year. Last offered in the spring of 2002.

Mr. Hickey

COSI 35a Fundamentals of Artificial Intelligence

[sn]

Prerequisites: COSI 21a,b; 22a,b; COSI 29a.

Survey course in artificial intelligence. Introduction to Lisp and heuristic programming techniques. Topics include problem solving, planning natural language processing, knowledge representation, and computer vision. Usually offered every year. Last offered in the spring of 2002.

Mr. Pollack

COSI 98a Independent Study

Signature of the instructor required.

Open to exceptional students who wish to study an area of computer science not covered in the standard curriculum. Usually offered every year.

Staff

COSI 98b Independent Study

Signature of the instructor required.

Open to exceptional students who wish to study an area of computer science not covered in the standard curriculum. Usually offered every year.

Staff

COSI 99d Senior Research

Prerequisites: Open only to seniors. A grade point average of 3.50 or higher in the major after completing spring semester of the junior year. Submission of a thesis proposal during the spring semester of the junior year. This proposal must be signed by a faculty member who has agreed to supervise the thesis.

Research assignments and preparation of a report under the direction of an instructor. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

COSI 111a Topics in Computational Cognitive Science

[sn]

Prerequisite: COSI 35a.

Focuses on the cognitive aspects of computer-mediated group problem-solving. Topics include computer-supported cooperative work, the role of convention in the coordination of activity, problem-solving and skill acquisition, adaptive systems, distributed cognition, and discourse. The laboratory work is designed to give the student practice with the ideas and techniques under discussion. Usually offered every year. Last offered in the spring of 2002. Mr. Alterman

COSI 112a Theory and Models of Intelligent Behavior

[sn]

Prerequisites: COSI 21b or 29a; COSI 35a.

Topics include logics for world modeling, representation of goals and plans, action theory, models of shared knowledge, learning theories for environmental modeling, and the social construction of concepts. Usually offered every third year. Last offered in the spring of 2000.

Mr. Pustejovsky

COSI 113b Machine Learning

[sn]

Prerequisite: COSI 35a.

A seminar on genetic algorithms, genetic programming, evolutionary programming, blind watchmaking, and related topics, ultimately focusing on co-evolutionary spirals and the automatic construction of agents with complex strategies for games. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Pollack

COSI 114b Topics in Computational Linguistics

[sn]

Prerequisites: COSI 21b or 29a; COSI 35a.

Signature of the instructor required.

Provides a fundamental understanding of the problems in natural language understanding by computers, and the theory and practice of current computational linguistic systems. Of interest to students of artificial intelligence, algorithms, and the computational processes of comprehension and understanding. Usually offered every year. Last offered in the fall of 2001.

Mr. Pustejovsky

COSI 120a Topics in Computer Systems

[sn]

Prerequisite: COSI 21a.

Content will vary from year to year. May be repeated for credit. Prerequisites may vary with the topic area; check with instructor for details. Usually offered every third year. Last offered in the fall of 2000.

Staff

COSI 125a Human Computer Interaction

[sn]

Prerequisite: COSI 21b.

Covers the basic theory and concepts of human-computer interaction. Topics include methodologies for designing and testing user interfaces, interaction styles and techniques, design guidelines, intelligent user interfaces, hypermedia, adaptive systems, information search and visualization, and computer supported cooperative work. The laboratory work is designed to give the student practice in a set of basic techniques used in the area of human-computer interaction. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Alterman

COSI 127b Database Management Systems

[sn]

Prerequisites: COSI 21a, 22a, and 29a.

Introduces database structure, organization, and languages. Studies relational and object-oriented models, query languages, optimization, normalization, file structures and indexes, concurrency control and recovery algorithms, and distributed databases. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Cherniak

COSI 128a Modern Database Systems

[sn]

Prerequisite: COSI 127b.

Covers advanced topics in database systems such as concurrency control, recovery, security, and data mining. Usually offered every fourth year. Last offered in the spring of 2002.

Mr. Cherniak

COSI 140a Logic Programming

[sn]

Prerequisite: COSI 31a

Studies the relationship of Prolog to predicate calculus, horn clauses, unification algorithms, intelligent backtracking, infinite trees, inequalities, implementation issues, and concurrent Prolog. Usually offered every second year. Last offered in the fall of 2001.

Mr. Cohen

COSI 146a Fundamentals of Operating Systems

(Formerly COSI 46a)

[sn]

Prerequisites: COSI 21a,b, 22a,b, 31a; MATH 10a (MATH 10b recommended).

This course may not be repeated for credit by students who have taken COSI 46a in previous years.

Design of systems that share resources.

Specific topics: naming, binding, protection, reliability, synchronization, scheduling, storage allocation, interprocess communication. Usually offered every second year. Last offered in the spring of 2001.

Staff

COSI 147a Networks and Distributed Computing

[sn]

Prerequisite: COSI 31a or the equivalent, 146a, C/C++/UNIX programming skills.

Introduces state-of-the-art networking technologies, architectures, and protocols, with an emphasis on the Internet and the World Wide Web. Specific topics include naming and RPC at the application level, TCP/IP and UDP/IP at the transport/network levels, and Ethernet, ATM, FDDI, and wireless technologies at the physical level. Usually offered every second year. Last offered in the spring of 2002.

Ms. Shriya

COSI 155b Computer Graphics

[sn]

An introduction to the art of displaying computer-generated images and to the design of graphical user interfaces. Topics include graphic primitives; representations of curves, surfaces, and solids; and the mathematics of two- and three-dimensional transformations. Usually offered every third year. Last offered in the spring of 2000.

Mr. Hickey

COSI 160a Parallel Computing and Programming

[sn]

Prerequisites: COSI 29a and 31a.

An introduction to parallel computation at the levels of architecture, communication, data structures, algorithms, analysis, programming models, and programming languages. Usually offered every second year. Last offered in the spring of 2001.

Staff

COSI 170a Information Theory and Coding

[sn]

Prerequisites: COSI 29a and 30a, MATH 10a.

Information theory as applied to the problems of rewriting digital data to be more concise, more error-resistant, or more appropriate to physical environments. Usually offered every second year. Last offered in the spring of 2002.

Mr. Cohn

COSI 171a Cryptology: Cryptography and Cryptanalysis

[sn]

Prerequisites: COSI 21a and 29a.

The study of data secrecy, privacy, and security. How can information be encoded so that an adversary can neither alter it, forge it, nor gain any knowledge of it? Usually offered every second year. Will be offered in the fall of 2002.

Mr. Cohn

COSI 175a Data Compression and Multimedia Processing

[sn]

Prerequisites: COSI 21a, 29a, 30a, and 31a. Selected topics in data compression and image and video processing, including adaptive lossless compression, lossy image and video compression, transformations on image and video, multimedia retrieval problems, parallel algorithms. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Storer

COSI 178a Computational Molecular Biology

[sn]

Prerequisites: COSI 11 and COSI 30a. COSI 30a must be taken before or concurrently with this course.

An overview of basic concepts in molecular biology, algorithmic coverage of pattern matching, strings, graphs, fragment assembly of DNA, physical mapping of DNA, phylogenetic tree reconstruction, detection of introns and exons, formal language view of DNA, and biological computers. Usually offered every third year. Last offered in the fall of 2000.

Mr. Cohen

COSI 180a Algorithms

[sn]

Prerequisites: COSI 21a, b, and 29a. This course may not be repeated for credit by students who have taken COSI 30b in previous years.

Basic concepts in the theory of algorithm design and analysis, including advanced data structures and algorithms, parallel algorithms, and specialized topics. Usually offered every second year. Last offered in the fall of 2001.

Mr. Cohn

COSI 190a Introduction to Programming Language Theory

[sn]

Prerequisite: COSI 21a or familiarity with a functional programming language, set theory, and logic.

Lambda calculus and combinatory logic: Church-Rosser theorem, continuity and computability, denotational semantics, model theory. Typed lambda calculi: strong normalization, representability, completeness of equational reasoning, Curry-Howard isomorphism. Introduction to ML: polymorphism and type inference, module system. Category theory: categorical combinators and compilation, continuations, monads. Usually offered every second year. Last offered in the fall of 2001.

Mr. Mairson

(200 and above) Primarily for Graduate Students**COSI 200a and b Readings**

Specific sections for individual faculty members as requested.

Staff

COSI 210a Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

COSI 215a Advanced Topics in Artificial Intelligence

Topics vary from year to year. The course may be repeated with the approval of the instructor. Usually offered every second year. Last offered in the fall of 2001.

Staff

COSI 216a Topics in Natural Language Processing

Prerequisite: COSI 35a

Reviews recent trends in computational approaches to linguistics, semantics, knowledge representation for language, and issues in parsing and inferences. Usually offered every fourth year. Last offered in the fall of 1999.

Mr. Pustejovsky

COSI 217a Topics in Adaptive Systems

Prerequisite: COSI 35a.

In nature, systems with greater complexity than any designed by humans arise without a designer. The central question explored is: How can complex modular organization arise without an intelligent designer? Class reads about theories of organization in different settings and scales (cells, brains, minds, behavior, society, economics), and study papers, models, and algorithms from a variety of fields that might shed light on the issue. Usually offered every third year. Last offered in the spring of 2000.

Mr. Pollack

COSI 220a Advanced Computer Systems

Prerequisite: COSI 31a.

Focuses on learning to do research in computer systems. Involves learning to critique papers/ideas, picking a research topic, building a system/executing a project, analyzing the results, writing it up in a conference-quality paper, and creating an effective presentation. Usually offered every fourth year. Last offered in the spring of 1998.

Ms. Shritra

COSI 227b Advanced Topics in Database Systems

Prerequisite: COSI 127b.

An in-depth treatment of advanced topics in database management systems. Topics vary from year to year and may include distributed databases, query processing, transaction processing, and Web-based data management. Usually offered every second years. Last offered in the spring of 2001.

Mr. Cherniack

COSI 240b Computational Logic

Prerequisite: Some previous exposure to logic, computation theory, and functional programming.

An introduction to logic in computer science. Propositional and first-order logic: completeness, compactness, unification and resolution theorem proving, and circuit and query complexity. Intuitionistic logic: Curry-Howard isomorphism, normalization, Kripke models, and double-negation embeddings. Higher-order logic: Godel's "dialectica" theorem, program synthesis, and decision problems. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Mairson

COSI 300a and b Master's Project

Offered every year.

Staff

COSI 310a Seminar in Artificial Intelligence

Usually offered every second year.

Staff

COSI 310b Seminar in Artificial Intelligence

Usually offered every second year.

Staff

COSI 315b Current Topics in Learning and Neural Nets

Usually offered every second year.

Staff

COSI 340a Seminar in Programming Languages

Usually offered every second year.

Staff

COSI 390a Seminar in Theory of Computation

Usually offered every second year.

Staff

COSI 400d Dissertation Research

Specific sections for individual faculty members as requested.

Staff

An interdepartmental program

Courses of Study:
Minor

East Asian Studies

Objectives

East Asian Studies is an interdisciplinary program that seeks to give the student broad yet intimate knowledge of the history, politics, economics, art, and language of the major areas of East Asia. It allows the student to concentrate in a single program while at the same time enlarging his or her knowledge of East Asian civilization by taking related courses in other disciplines. At the crux of the program is the language requirement (Chinese, Japanese, Korean, or Vietnamese) that provides the basis for postgraduate study or careers dealing with East Asia.

How to Become a Program Member

The student enrolled in the East Asian Studies Program must take HIST 80a (Introduction to East Asian Civilization) and the equivalent of Chinese or Japanese 40b (advanced intermediate level). In addition, whenever possible, three electives must be chosen from at least three of the participating departments in order to give the student a broad overview of the field and region. As a culmination to the program, the student must complete one semester of independent study under the direction of one or more members of the program faculty. This requires the preparation of a seminar-length research paper or a senior thesis in the student's major department with an emphasis on some aspect of East Asian Studies or participation in a senior interdisciplinary seminar when offered.

Committee

John Schrecker, Chair (Spring 2003)
(History)

Qun Ao, Cochair (Fall 2002)
(Chinese)

Hiroko Sekino, Cochair (Fall 2002)
(Japanese)

Donald Hindley
(Politics)

Gary Jefferson
(Economics)

Ellen Schattschneider
(Anthropology)

Isabel Seliger
(Romance and Comparative Literature)

Mireya Solis
(Politics)

Ralph Thaxton
(Politics)

Aida-Yuen Wong
(Fine Arts)

Requirements for Program

Course requirements: Five courses in addition to the language requirement.

A. Students must complete the equivalent of Chinese or Japanese 40b.

B. Core course: HIST 80a (Introduction to East Asian Civilization).

C. Electives: Students must complete three courses from the list below. Students must take courses, whenever possible, in at least three participating departments so that a broad overview of the field and region is obtained.

D. Completion of one semester of independent study, EAS 98a or 98b, under the direction of one or more members of the program faculty, requiring the preparation of a seminar-length research paper.

or
A senior thesis in the student's department or concentration, with an emphasis on some aspect of East Asian studies.
or
Participation in a senior interdisciplinary seminar, when offered.

Courses of Instruction

EAS 98a Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

EAS 98b Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

EAS 125a Japanese Literature from the Seventeenth-Century to the Present: From the Floating World to Murakami Haruki
[nw hum]

An introduction to Japanese literature from the late 17th century to the present. Readings focus on prose fiction, but also include works of poetry and drama. Topics include continuity and discontinuity in the narrative form in Japan; the subversive use of parody in authoritarian regimes; the concepts of self and love in a status society; the shifting notions of tradition and modernity; and the impact of Westernization on Japanese interpretations of their cultural past. Special one-time offering. Was offered in the fall of 2001.
Mr. Mack

EAS 175a Masterpieces of Chinese Literature
(formerly COML 175a)
[hum]

This course may not be repeated for credit by students who have taken COML 175a in previous years.

Surveys Chinese literature from the classical era through the 18th century. Readings are in English translation and include a wide range of genres, with particular emphasis on the great Chinese novels. Usually offered every third year. Last offered in the fall of 2000.
Staff

Core Courses

CHIN 10a
Beginning Chinese

CHIN 20b Continuing Chinese	CHIN 105a Advanced Conversation and Composition I	HIST 180b Topics in Modern Chinese History
CHIN 30a Intermediate Chinese	EAS 175a Masterpieces of Chinese Fiction	HIST 181a Seminar on Traditional Chinese Thought
CHIN 40b Advanced Intermediate Chinese	ECON 27b The Economy of Japan	HIST 185a From Exclusion to Inclusion: Historical Perspectives on Chinese and Japanese Immigrants to the United States
JAPN 10a Beginning Japanese	ECON 165a The Economy of China	HIST 185b U.S.-Japan Relations in the Nineteenth and Twentieth Centuries
JAPN 20b Continuing Japanese	ECON 175a Introduction to the Economics of Development	JAPN 98a and b Readings in Japanese
JAPN 30a Intermediate Japanese	FA 12a History of Asian Art	JAPN 105a Advanced Conversation and Composition I
JAPN 40b Advanced Intermediate Japanese	FA 13b Buddhist Art	PHIL 119b Chinese Philosophy
HIST 80a Introduction to East Asian Civilization	FA 15b Arts of the Ming Dynasty	POL 133a Japanese Political Economy
Elective Courses The following courses are approved for the program. Not all are given in any one year. Please consult the <i>Course Schedule</i> each semester.	FA 181b The Art of Japan	POL 147a The Government and Politics of China
CHIN 98a Readings in Modern Chinese	FA 182a The Art of China	POL 147b Seminar: The Modern Chinese Revolution
CHIN 98b Readings in Modern Chinese	FA 184a Studies in Asian Art	POL 148a Seminar: Contemporary Chinese Politics
	HIST 80b East Asia: Nineteenth Century to the Present (China and Japan)	POL 150a Politics of Southeast Asia
	HIST 176a The Emergence of Modern Japan	

Department of Economics

Courses of Study:
Minor
Major (B.A.)

Objectives

All majors in economics receive broad yet rigorous training in the core subjects of the discipline: general principles, micro and macroeconomic theory, and statistics. Majors learn to use skills developed in the core to analyze a variety of economic problems, social issues, and economic institutions. This goal is accomplished in four elective courses chosen from a list that includes most of the subfields of interest to economists, e.g., international economics, financial markets, industrial organization, managerial economics, law and the regulation of economic activity, and the public sector.

The department stresses analytic and quantitative approaches to the economy as a system as well as to specific subject areas and economic issues. (As a consequence we expect students to develop analytic and quantitative skills useful not only for studying economics but for studying other subjects as well). Theoretical and applied courses are available. By the completion of the major,

students are expected to be familiar with the scholarship associated with a variety of economic subjects; majors learn to read books and articles written for the general economist.

The major in economics provides background for many positions in business or government. A few graduates pursue advanced degrees in economics while others enroll in professional schools of business, law, and other fields. Programs of study can be designed to match the interests of the student (see list of courses on page 124).

Qualified seniors are invited to participate in the department's honors program, which involves research and the writing of a thesis under the supervision of a member of the faculty. Before the senior year, Brandeis undergraduates can apply for admission as "five-year students" to the Lemberg Master's Program in International Economics and Finance (see the Graduate School of International Economics and Finance section of this *Bulletin*). The department offers a general minor in economics and a program in international business (see the Program in International Business section of this *Bulletin*). The latter program is open to economics majors.

How to Become a Major

The major has a single entry point, ECON 2a (Introduction to Economics). (This course is also an option in the quantitative reasoning component of the General University Requirements.) Most majors begin their study in the first or second year with ECON 2a (Introduction to Economics) followed by a second principles course, ECON 8b (The Global Economy). Five core courses are required (two principles courses followed by three intermediate theory courses: microeconomic theory,

macroeconomic theory, and statistics) plus four electives. It is important to begin the study of economics early because "upper level" electives, a requirement for the major, build on intermediate courses and have from three to six prerequisites. Also, some calculus is used in intermediate theory courses; students who have not had a good high school calculus course should take MATH 10a (Techniques of Calculus), *at a minimum*. Students with limited mathematical training should begin with MATH 5a (Precalculus Mathematics).

Faculty

F. Trenery Dolbear, Chair

Macroeconomics. Public sector.

Chad Bown

International economics. Economic development and industrial organization.

Laarni Bulan

Corporate, firm investment and real option finance.

Anne Carter

Technological change. Input/output.

Shi-fen Chen

International marketing and investment.

Michael Coiner

Economics of higher education. Macroeconomics. International economics.

Can Erbil

Economic development. International trade. Public finance.

Benjamin Gomes-Casseres

International business. International political economy.

Jane Hughes

Domestic and international cash management. Third World debt, sovereign risk, and foreign exchange markets.

Adam Jaffe

Technological change. Economics of regulation. Industrial organization.

Gary Jefferson

China. Technical progress. Open economy macroeconomics.

Blake LeBaron

Macroeconomics. International finance. Microeconomics.

Rachel McCulloch

International trade theory. Trade policy. Macroeconomic coordination. Investment and technology transfer.

Nidhiya Menon

Empirical microeconomics. Economic development. Econometrics. Economic demography and labor.

Carol Olser

International finance. Financial markets. Open economy. Macroeconomics.

Peter Petri

International trade. Development. Japan. Korea.

Paroma Sanyal

Industrial organization. Regulation. Microeconomics.

Rashmi Shankar

Macroeconomics. International finance.

Narayan Subramanian

Corporate finance. Financial economics. Microeconomics.

O. Miguel Villanueva

Finance. Macroeconomics. Time Series.

Requirements for the Major

A. ECON 2a and ECON 8b. Normally a grade of C- or higher is required in these courses.

B. ECON 80a, 82b, and 83a.

C. Four elective courses in economics, at least two of which must be "upper-level." Upper-level electives are courses that have as prerequisites ECON 80a, ECON 82b, or ECON 83a. Note: Not all 100-level courses meet this criterion. In particular, ECON 122b, ECON 165a, and ECON 175a are lower-level electives. Lower-level electives can be any course in economics other than the required courses, except that ECON 98 a, b, ECON 99d, and IB 92b do not count as electives for the major. Cross-listed courses are acceptable as lower-level electives. Some other courses offered by IEF, Heller, and other departments in the social sciences may be accepted as lower-level electives, if they have significant economics content. Any student who intends to offer an economics-oriented course in another department toward the economics major should obtain approval of the undergraduate advising head in advance.

D. A passing letter grade must be obtained in each course taken for the major credit. (Pass/Fail courses are not allowed.) Students must also achieve a grade point average of at least 2.00 in the major courses; students close to this average should consult the undergraduate advising head before enrolling in economics courses for the senior year.

E. Any exception to the above rules requires department approval. See the department academic administrator or the undergraduate advising head for a petition; for example, a student must petition to get major credit for an economics course taken at another university.

Requirements for the Undergraduate Minor

A. ECON 2a (Introduction to Economics) and ECON 8b (The Global Economy).

B. Three additional economics courses. Any ECON course, including cross-listed courses (but excluding ECON 19b, ECON 98, and IB 92b) may be counted. IEF courses and courses taken at other institutions may be substituted if their content is primarily economics, but such substitution requires the permission of the undergraduate advising head.

C. Students undertaking the economics minor and the program in International Business are subject to additional restrictions to minimize the overlap in content. Consult your advisor for approval of such combined programs.

D. A grade point average of 2.00 or higher is required in courses offered for the minor.

Special Notes Relating to Undergraduates

Program in International Business

Students interested in pursuing the formal program in international business should consult the description given in the Program in International Business section of this *Bulletin*.

Mathematics

The required intermediate theory courses (80a, 82b, 83a) assume a knowledge of calculus at the level taught in MATH 10a (Techniques of Calculus). (Students with weak mathematics background should begin with MATH 5a [Precalculus Mathematics].) For some more advanced courses, additional calculus and linear algebra provide a useful background. Students unsure of the adequacy of their mathematics preparation should consult their advisor.

Academic Advisor and Selection of Courses

Students are strongly advised to choose courses with well-considered educational objectives in mind. Course offerings in economics can be grouped roughly into five categories (see below). Some students will wish to take at least one course from each of the five groups and thereby obtain a broad exposure to the discipline. Others will find a more narrow focus with in-depth study in only a few groups more appropriate. Each major should discuss educational objectives and course selections and sequencing with his/her academic advisor.

ECON Course Offering Groups

1. Core Analytical Courses

- 2a Introduction to Economics
- 8b The Global Economy
- 80a Microeconomic Theory
- 82b Macroeconomic Theory
- 83a Statistics for Economic Analysis

2. International and Comparative

- 26a Latin America's Economy
- 160a International Trade Theory
- 161a International Finance
- 166a Global Economic Integration
- 175a Introduction to the Economics of Development

Courses of Instruction

(1-99) Primarily for Undergraduate Students

ECON 2a Introduction to Economics

[qr ss]

Common final exam.

A one-semester introduction to economic analysis with policy applications. The economist's approach to social analysis is systematically elaborated. Usually offered every semester in multiple sections. Will be offered in the fall of 2002.

Staff

ECON 8b The Global Economy

[wi ss]

Prerequisite: ECON 2a. *A library intensive course. Common final exam. Enrollment limited to 35.*

The basic tools and models of economic analysis are applied to a wide range of topics in micro, macro, and international economics. Usually offered every semester in multiple sections. Will be offered in the fall of 2002.

Staff

ECON 12a Managerial Accounting

[ss]

Prerequisite: ECON 2a. *This course may not be repeated for credit by students who have received credit for IEF 204a. Enrollment limited to 40.*

Develops basic concepts and accounts and applies them to income measurement, capital values, and costs. Through the use of cases, develops the basis for rational choice and control of business activity. Usually offered every semester. Will be offered in the fall of 2002.

Staff

3. The U.S. Economy: Analysis, Institutions, Policy

- 22a American Economic History
- 56b Social Priorities and the Market
- 57a Environmental Economics
- 59b Introduction to the Economics of Education
- 69a The Economics of Race and Gender
- 71b Introduction to Finance
- 74b Law and Economics
- 76b Trade Unions, Collective Bargaining, and Public Policy
- 77a Introduction to Regulation and Public Policy
- 129b Economics for the New Economy
- 133a Economics of Discrimination and Inequality
- 134b Public Sector Economics
- 135a Industrial Organization
- 139a Economics of Antitrust
- 141b The Economics of Technological Change
- 171a Financial Economics
- 172b Money and Banking
- 174a Corporate Finance
- 177b Economic Regulation and Deregulation

4. Analytical Methods and Managerial Economics

- 12a Managerial Accounting
- 19b Issues in Business and Management
- 33a Business in the Global Economy
- 37b Functions of Capitalist Enterprise
- 125a Transition and Institutional Economics
- 137a Economic Theory of Organizations and Management
- 184b Econometrics

The following courses from other groups also contain substantial material relating to management: 74b, 76b, 80a, 82b, 83a, 134b, 135a, 141b, 172b, 176b.

5. Advanced Theory

Several first-year international economics and finance (IEF) courses would be appropriate analytical electives for advanced undergraduates. See your advisor or the undergraduate advising head.

ECON 19b Issues in Business and Management

[ss]

Prerequisite: All other required courses for the program in international business. *Seniors will have priority for admission. Enrollment limited to 35.*

Explores issues central to the success of American business. Representative issue: Why have some companies developed strong export markets while others focus almost exclusively on domestic sales? Special attention is given to ethical issues and the role of the corporation and its employees as citizens of their own nation and of the world of nations. Although the topics may vary from year to year, the course may NOT be repeated for credit. Usually offered every year. Will be offered in the fall of 2002.

Ms. Hughes

ECON 26a Latin America's Economy

[nw ss]

Prerequisite: ECON 2a. *This course may not be repeated for credit by students who have taken ECON 25a in previous years.*

Enrollment limited to 35.

Introductory survey of economic, financial, and institutional problems, distortions, and reforms in Latin America. Topics include the role of government, privatization, liberalization of trade and capital flows, pension funds reforms, inflation, stabilization, and international debit crisis. Current and future trends will be discussed. Usually offered every second year. Last offered in the fall of 2001.

Mr. Villanueva

ECON 33a Business in the Global Economy

[ss]

Prerequisite: ECON 2a. *Enrollment limited to 35.*

Modern firms frequently cross national borders to find new markets and resources. Their strategies are then shaped by the international economy and by the policies of national governments. Using case discussion, students explore why and how United States, Japanese, and European firms operate outside their home countries. Usually offered every fourth year. Last offered in the spring of 1998.

Mr. Gomes-Casseres

ECON 37b Functions of Capitalist Enterprise

[ss]

Prerequisite: ECON 2a (may be taken concurrently) or permission of the instructor. *Enrollment limited to 35.*

Introduces the internal complexity of modern businesses and the various roles they play in society. First examines the internal workings of firms—marketing, operations, finance, and other functions. Subsequently, the relationships between businesses and their context—the economy, social issues, and government are studied. Usually offered every year. Will be offered in the fall of 2002.

Staff

ECON 56b Social Priorities and the Market

[ss]

Prerequisite: ECON 2a. *Enrollment limited to 35.*

Examines the strengths and limitations of free markets in promoting major social goals: efficiency, equity, and technological advance. Usually offered every second year. Last offered in the spring of 2002.

Ms. Carter

ECON 57a Environmental Economics

[ss]

Prerequisite: ECON 2a.

This course will investigate the theoretical and policy problems posed by the use of renewable and nonrenewable resources. Theoretical topics include the optimal pricing of resources, the optimal use of standards and taxes to correct pollution problems under uncertainty, and the measure of costs and benefits. Usually offered every second year. Last offered in the spring of 2002.

Mr. Jaffe

ECON 59b Introduction to the Economics of Education

[ss]

Prerequisite: ECON 2a.

An introduction to economic analysis of the education sector. Topics include the concept of human capital, private and social return to investment in education, cost-benefit analysis of special educational programs, and issues in the financing of education. Usually offered every second year. Last offered in the fall of 2001.

Mr. Coiner

ECON 69a The Economics of Race and Gender

[ss]

Prerequisite: ECON 2a. *Enrollment limited to 35.*

The role of race and gender in economic decision making. Mainstream and alternative economic explanations for discrimination, and analysis of the economic status of women and minorities. Discussion of specific public policies related to race, class, and gender. Usually offered every second year. Last offered in the spring of 2002.

Ms. Lee

ECON 71a Introduction to Finance

[ss]

Prerequisite: ECON 2a. *May not be repeated for credit by students who are currently or have previously enrolled in ECON 171a.*

Enrollment limited to 75.

Designed to give students and overview of the issues involved in modern finance. Topics include random walks, bubbles, derivative markets, online trading, hedge funds, foreign exchange markets, and recent international crises. Usually offered every year. Will be offered in the fall of 2002.

Mr. LeBaron

ECON 74b Law and Economics

[ss]

Prerequisite: ECON 2a. *Enrollment limited to 35.*

A study of economic foundations of American law in selected areas of interest. Topics include the role of property rights and liability rules in the control of externalities, controlling the cost of accidents, the control of criminal behavior, product failure and damage, medical malpractice. Usually offered every second year. Last offered in the fall of 2001.

Staff

ECON 76b Trade Unions, Collective Bargaining, and Public Policy

[ss]

Prerequisite: ECON 2a. *Enrollment limited to 50.*

Study of trade unions, the process and impact of collective bargaining, and the legal environment. Usually offered every second year. Will be offered in the fall of 2002.

Staff

ECON 77a Introduction to Regulation and Public Policy

[ss]

Prerequisite: ECON 2a. *Enrollment limited to 35. This course may not be repeated for credit by students who are currently or have previously enrolled in ECON 177b.*

Economic rationale behind government intervention in markets. Theoretical, practical, and historical aspects of regulation. Recent trends toward deregulation or regulatory reform. Specific case studies such as telecommunications, electric utilities, environment, transportation, drugs, and workplace safety. Usually offered every second year. Last offered in the spring of 2002.

Ms. Sanyal

ECON 80a Microeconomic Theory

[ss]

Prerequisite: ECON 8b. *Intermediate theory courses (ECON 80a, 82b, 83a) assume a knowledge of calculus at the level taught in MATH 10a. Enrollment limited to 35.* Analysis of the behavior of economic units within a market economy. Emphasis upon the individuals' decisions as demanders of goods and suppliers of resources, and firms' decisions as suppliers of goods and demanders of resources under various market structures. Usually offered every semester. Will be offered in the fall of 2002.

Staff

ECON 82b Macroeconomic Theory

[ss]

Prerequisites: ECON 8b. *ECON 80a and 83a would be helpful. Enrollment limited to 35.* Models of the determination of economic aggregates—such as national income, consumption, investment, government spending, exports, imports, and international capital flows—and economy-wide variables—such as the interest rate, the exchange rate, the price level and inflation, and the unemployment rate. The influence of fiscal and monetary policies on these aggregates and variables is examined. Usually offered every semester. Will be offered in the fall of 2002.

Staff

ECON 83a Statistics for Economic Analysis

[qr ss]

Prerequisite: ECON 2a. *Enrollment limited to 35.*

A first course in statistical inference. Topics include descriptive statistics, probability, normal and binomial distributions, sampling distributions, point and interval estimation, properties of estimators, hypothesis testing, regression, and analysis of variance. Usually offered every semester. Will be offered in the fall of 2002.

Staff

IB 92b Work in the Global Business**Environment: Internship and Seminar**

Normally students must arrange an internship placement prior to registration and the internship is concurrent with the seminar. Students wishing to fulfill the internship component of the course abroad, or in a semester when the seminar is not offered, must obtain approval from the instructor prior to the internship. A structured journal documenting the internship experience is required as a basis for seminar participation. Signature of the instructor required.

Encourages students to pool experiences and lessons drawn from various business environments and to analyze and discuss them in the context of related readings and guest lectures. Usually offered every spring. Staff

ECON 98a Independent Study

Signature of the instructor required. Does not meet the requirement for the major in economics.

Normally available for a student who has taken a course and wishes to pursue further reading or research in that field or study a subject not listed among the department course offerings. Usually offered every year. Staff

ECON 98b Independent Study

Signature of the instructor required. Does not meet the requirement for the major in economics.

See ECON 98a for course description. Usually offered every year. Staff

ECON 99d Senior Research

Signatures of the instructor and the department administrator required. Does not meet the requirement for the major in economics.

A student whose grade point average in economics courses is 3.00 or above may petition to be admitted into the Senior Honors Program and enroll in this course. Usually offered every year. Staff

(100-199) For Both Undergraduate and Graduate Students

ECON 122b Economics of the Middle East

[ss]

Prerequisite: ECON 2a. Does not count toward the upper-level elective requirement for the major in economics. Enrollment limited to 35.

Lays a foundation for understanding the economy of Middle Eastern countries. Explores similarities and differences, as well as a variety of topics that include economic geography, general economic features, agriculture, industrialization, services, and regional development policies. Also examines the role oil plays in the economy of the region. Usually offered every third year. Last offered in the fall of 2000. Staff

ECON 125a Transition and Institutional Economics

[ss]

Prerequisite: ECON 80a. Enrollment limited to 35.

Examines the role of institutions in shaping economic behavior and performance, particularly in developing and transition economies. Topics include: problems and models of transition, enterprise reform, market failure in key economic systems, and constitutional economics. Usually offered every two years. Last offered in the spring of 2001.

Mr. Jefferson

ECON 129b Economics for the New Economy

[ss]

Prerequisites: ECON 80a and ECON 82b. Enrollment limited to 35.

A study of the economic issues particular to the "new economy," within the framework of economic theory. Topics include causes and consequences of increasing returns, productivity and economic growth, skill-biased technological progress and the wage gap, network economics, and human capital. The objective is to enable a student to use economic theory to understand these issues. Usually offered every year. Last offered in the spring of 2002.

Mr. Subramanian

ECON 133a Economics of Discrimination and Inequality

[ss]

Prerequisite: ECON 83a or equivalent. Enrollment limited to 35.

Uses economic and statistical analyses to explore the extent and consequences of discrimination in U.S. markets, as well as other determinants of income inequality in the United States. Proposed policy options are analyzed and evaluated. Usually offered every two years. Last offered in the spring of 2001. Staff

ECON 134b Public Sector Economics

[ss]

Prerequisite: ECON 80a. Enrollment limited to 35.

The effect of tax and expenditure policies on economic efficiency and equity. Topics include externalities and public goods, public choice, cost-benefit analysis, income redistribution, social security, and health care. Also discussion of U.S. tax system, public debt, and state and local finance. Usually offered every year. Will be offered in the fall of 2002.

Mr. Dolbear

ECON 135a Industrial Organization

[qr ss]

Prerequisite: ECON 80a. Enrollment limited to 35.

Economic analysis of industrial organization and strategy. Topics include markets with a dominant firm, oligopoly (including several models of strategic interaction), monopolistic competition, and cartels. Students construct and analyze computer-based models of market structure, conduct, and performance. Usually offered every year. Will be offered in the fall of 2002.

Staff

ECON 137a Economic Theory of Organizations and Management

[ss]

Prerequisite: ECON 80a. Corequisite: ECON 83a. Enrollment limited to 35.

Explores the application of economic analysis and modeling to understanding the structure and performance of firms and other organizations. Particular attention is paid to the use of formal models to illuminate the roles of coordination, information, and incentives. Usually offered every two years. Last offered in the spring of 2001.

Staff

ECON 139a Economics of Antitrust

[ss]

Prerequisite: ECON 80a. Enrollment limited to 35.

Explores how economic policy has affected corporate strategy. Issues such as mergers and acquisitions, predatory pricing, and collusion are viewed in context of the prevailing regulatory regimes. Case studies of seminal rulings are studies to evaluate the economics of competition and policy. Usually offered every third year. Last offered in the fall of 1999.

Staff

ECON 141b Technological and Economic Change

[ss]

Prerequisite: ECON 80a. Enrollment limited to 50.

Technological change as the central focus of modern economies. Topics include changing industrial and international specialization, economics of research and development, innovation, diffusion and technology transfer, appropriability, patents, information markets, productivity, intersectoral effects, and global competitiveness. Usually offered every year. Will be offered in the fall of 2002.

Mr. Jefferson

ECON 160a International Trade Theory

[ss]

Prerequisite: ECON 80a. Enrollment limited to 35.

Causes and consequences of international trade and factor movements. Topics include determinants of trade, effects on welfare and income distribution, trade and growth, protection, foreign investment, immigration, and preferential trading. Usually offered every year. Last offered in the spring of 2002.

Staff

ECON 161a International Finance

[ss]
Prerequisites: ECON 80a and 82b. Enrollment limited to 35.

Applications of international economic theory—regarding trade, the balance of payments, investments, and exchange rates—to the management of import/export firms and multinational corporations. Usually offered every year. Will be offered in the fall of 2002.

Staff

ECON 165a The Economy of China

[nw ss]
Prerequisite: ECON 2a. Students who have not taken ECON 8b should talk with the instructor. Does not count toward the upper-level elective requirement for the major in economics. Enrollment limited to 35.
 Surveys the highlights of China's pre-revolution economy, the development of the socialist economy from 1949 to 1978, and its recent transformation toward a modern, market-oriented economy. Examines conditions accounting for major changes in China's economic performance during the 20th century, including savings, investments, demographic change, trade, technology, institutions, politics, and government policy. Usually offered every fourth year. Last offered in the fall of 1998.

Mr. Jefferson

ECON 166a Global Economic Integration

[ss]
Prerequisite: ECON 80a or ECON 82b. Enrollment limited to 35.
 Focuses on global economic integration driven by formal policy arrangements. Considers GATT/WTO and regional trade arrangements such as EU and NAFTA. International financial topics include fixed rates, EMU, and "dollarization." Usually offered every third year. Last offered in the fall of 1999.

Staff

ECON 171a Financial Economics

[ss]
Prerequisites: ECON 80a and 83a. May not be taken for credit by students who have previously taken IEF 205a. Enrollment limited to 35.

An introduction to financial economics. Topics include the selection of assets, portfolio choice under uncertainty, equilibrium asset pricing models, the efficient markets hypothesis, futures, and options markets. Usually offered every year. Will be offered in the fall of 2002.

Mr. Subramanian

ECON 172b Money and Banking

[ss]
Prerequisites: ECON 80a and 82b. Enrollment limited to 35.

Considers the operation of banks and other financial institutions in a money- and capital-market setting. The role of central banks in the control of the quantity of money is examined in relation to the performance of the national economy. Supervision of banks, insurance of deposits, reform of banking legislation, as well as the internationalization of banking are also studied. Usually offered every second year. Last offered in the summer of 2001.

Staff

ECON 173a Venture Capital and Private Equity

[ss]
Prerequisite: ECON 80a. Enrollment limited to 35.

Explores the private equity and venture capital industry using economic theory and case studies. Addresses the issues of raising capital, interactions between investors and entrepreneurs, exiting private equity deals, and investment in developing countries. Usually offered every second year. Last offered in the spring of 2001.

Staff

ECON 174a Corporate Finance

[ss]
Prerequisite: ECON 80a. May not be taken for credit by students who are currently or have previously taken IEF 210b. Enrollment limited to 35.

An introductory course in corporate finance and financial management. Covers the theory and application of capital budgeting techniques and capital structure choice of firms. Usually offered every year. Last offered in the spring of 2002.

Ms. Bulan

ECON 175a Introduction to the Economics of Development

[formerly ECON 75a]
 [ss]

Prerequisite: ECON 2a or permission of the instructor. May not be repeated for credit by students who are currently or have previously taken ECON 75a. Does not count toward the upper-level elective requirement for the major in economics. Enrollment limited to 30.

An introduction to various models of economic growth and development and evaluation of these perspectives from the experience of developing and industrial countries. Usually offered every year. Will be offered in the fall of 2002.

Mr. Jefferson

ECON 177b Economic Regulation and Deregulation

[ss]
Prerequisite: ECON 80a. Enrollment limited to 35.

Rate regulation of natural monopolies, antitrust regulation of horizontal and vertical mergers and contracts, and the deregulation movement. Focus on the peak-load pricing problem, vertical restraints, and case histories of airlines and savings and loan institutions. Usually offered every third year. Last offered in the spring of 2000.

Mr. Jaffe

ECON 184b Econometrics

[qr ss]
Prerequisites: ECON 80a, 82b, and 83a. Enrollment limited to 35.

An introduction to the theory of econometric regression and forecasting models, with applications to the analysis of business and economic data. Usually offered every year. Will be offered in the fall of 2002.

Staff

Cross-Listed Courses

AAAS 60a

Economics of Third World Hunger

HS 104b

American Health Care

HS 110a

American Jobs and Wages: The Paradox of Wealth and Poverty

HS 540b

Families, Work, and the Changing Economy

IEF 135b

Creating New Ventures

IEF 148a

Business on the Internet

An interdepartmental program

Education

Courses of Study:
Minor

Objectives

The Education Program is designed to prepare undergraduates for teaching at the preschool, elementary, and secondary levels, and is taken in addition to the student's major. It is also valuable for those planning careers in related fields such as special education, counseling, clinical psychology, and social work. In addition, some take the program simply as a worthwhile supplement to their liberal arts education at Brandeis. Students who complete the elementary or secondary program may be recommended by Brandeis for Massachusetts certification.

Students who want to be certified to teach in Massachusetts must pass a Massachusetts Communication and Literacy Skills Test, and demonstrate subject matter knowledge on a second part of the examination. Of the students who completed the Education Program and who took these tests in 2000-01, 100% passed the Massachusetts Communication and Literacy Skills test and 94% passed the Subject Matter Knowledge part, in comparison to statewide passing rates of 89% and 85%.

How to Become a Program Member (Minor)

Any undergraduate at Brandeis can begin fulfilling requirements of the minor at any time, without formal admission. A grade of at least B- is required in ED 100a and ED 107a for those pursuing elementary certification; and in ED 100b for those seeking secondary certification. Permission of the director is required for the final stage of the process (ED 102a and ED 110e; or ED 101d and 111e; or ED 112e). Students must pass the Massachusetts Communication and Literacy Test before enrolling in the Practice Teaching courses.

Committee

Joyce Antler
(American Studies)

John Burt
(English and American Literature)

Joseph Cunningham
(Psychology)

Emily Dudek
(Chemistry)

Jane Hale
(Romance and Comparative Literature)

Robert Lange
(Physics)

Paul Monsky
(Mathematics)

Jo Anne Preston
(Sociology)

Susan Shevitz
(Jewish Communal Service)

Faculty

Marya Levenson, Director
Teacher education. Education policy.

Beth Davis
Reading.

Sharon Feiman-Nemser
Elementary education. Jewish education.

Mary Gustafson, Assistant Director
Elementary education. Education studies.

Jon Levisohn
Philosophy of education. Jewish education.

Catherine Marchant
Preschool education.

Theodore Sizer
Public education.

Requirements for the Program (Minor)

Secondary (High School)

PSYC 36b (note that PSYC 1a is a prerequisite for PSYC 36b), and ED 100b (prerequisites to practice teaching); ED 102a and ED 110e (senior year). Students must consult director of the program for other requirements.

It is recommended that students take ED 100b in their sophomore year and ED 102a in their junior year. Students must pass the Massachusetts Communication and Literacy Test before enrolling in ED 110e.

Elementary

PSYC 33a (note that PSYC 1a is a prerequisite for PSYC 33a); ED 100a followed by ED 107a (sophomores who have taken ED 100a are advised to take ED 107a as juniors); ED 101d, always begun the semester before practice teaching, and ED 111e. Also a mathematics

course at the 5a level or above or a satisfactory score on a special test given by the mathematics department. Students must consult the director of the program for other requirements. The Education Program home page lists significant additional liberal arts courses required for certification by the Massachusetts Department of Education. Students must pass the Massachusetts Communication and Literacy Test before enrolling in ED 111e.

Preschool

Practice teaching at the Lemberg Children's Center is possible (ED 112e). Prerequisites are PSYC 33a and ED 103a. These courses, plus one other, will fulfill the Massachusetts Office of Child Care Services requirements for teachers in nursery school or day care. For further information, consult the Director of the Lemberg Children's Center.

Courses of Instruction

ED 98a Individual Readings and Research in Education

Signature of the instructor required.

Usually offered every year.
Staff

ED 98b Individual Readings and Research in Education

Signature of the instructor required.

Usually offered every year.
Staff

ED 100a Exploring Teaching (Elementary)

[ss]
Not open to first year students.
Examines the relationship of teaching and learning, the purposes of elementary schooling and the knowledge requirements for elementary school teaching. Through readings, analysis of videotapes, and guided observations, students investigate classroom culture, student thinking, and curriculum standards. Three hours per week of participant/observation in an elementary classroom are required. Usually offered every fall semester. Will be offered in the fall of 2002.

Ms. Feiman-Nemser

ED 100b Exploring Teaching (Secondary)

[ss]
Not open to first year students.
Examines the relationship of teaching and learning, the purposes of secondary schooling and the knowledge requirements for middle and high school teaching. Through readings, analysis of videotapes and guided observations, students investigate classroom culture, student thinking, and curriculum standards. Three hours per week of participant/observation in a secondary classroom are required. Usually offered every spring semester. Will be offered in the spring of 2003.

Ms. Levenson

ED 101d Elementary School Curriculum and Methods

[ss]
Limited to students enrolling in ED 111e spring semester. Signature of the education program director required.

Principles and methods of teaching mathematics, social studies, language arts, and science, through workshops and seminars. Other topics include art, music, creative drama, multicultural education, special education, and physical education. Usually offered every year. Will be offered in the fall of 2002.

Staff

ED 102a Secondary School Curriculum and Methods

[ss]
It is strongly recommended that juniors who are planning to student teach (ED 110e) in their senior year enroll in ED 102a in their junior year. Those students who enroll in ED 110e, who have not previously passed ED

102a, will need to enroll in this course concurrently with ED 110e. Signature of education program director required.

Principles and methods for secondary school subjects. Separate sections for particular subject areas are created as the need arises. Usually offered every fall semester. Will be offered in the fall of 2002.

Staff

ED 103a Teaching Strategies for Early Childhood

[ss]

Enrollment limited to 20.

Provides classroom experience, principles, and methods for teaching young children. Students plan and analyze early childhood learning experiences, based on current theory and best practices, as well as study positive approaches to classroom management and developmentally appropriate curricula. Related field placement required, once a week, at Lemberg Children's Center, 8:00 am-12:00 pm or 2:00-6:00 pm. Usually offered every spring semester. Last offered in the spring of 2002.

Ms. Marchant

ED 107a Teaching of Elementary Reading

[ss]

Signature of the education program director required.

An introductory methods course in the teaching of reading, covering current theory and practice. In order to fulfill the field work requirement, students must have one morning a week free of classes until 11:00 am. Usually offered every semester. Will be offered in the fall of 2002.

Ms. Davis

ED 110e Practice Teaching: Secondary School

[ss]

Prerequisite: ED 102a (may be taken concurrently). Enrollment limited to students in the Education Program. Students must pass the Massachusetts Communication and Literacy Test before enrolling in ED 110e. Signature of the education program director required.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting most weeks, covering such topics as multicultural education, special education, and reading. Usually offered every fall semester. Will be offered in the fall of 2002.

Staff

ED 111e Practice Teaching: Elementary School

[ss]

Enrollment limited to students in the Education Program. Students must pass the Massachusetts communication and Literacy Test before enrolling in ED 111e. Signature of the education program director required.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting per week. Usually offered every spring semester. Last offered in the spring of 2002.

Staff

ED 112e Practice Teaching: Preschool

[ss]

Prerequisites: PSYC 33a and ED 103a.

Enrollment limited to students in the Education Program. Signature of the education program director required.
Teaching under supervision of qualified head teachers at the Lemberg Children's Center with toddlers, preschoolers, and kindergartners. Thirty-five hours per week includes 30 hours teaching, five hours planning and meeting time. Regular conferences to discuss and evaluate the teaching experience. Usually offered every year. Will be offered in the fall of 2002.

Staff

ED 150b Public Schools and Democracy: Education for the People?

[ss]

Signature of the instructor required.

Explores fundamental questions about public education, considering what is pedagogically sound and politically achievable. Focuses on the design and implementation of a state education policy, drawing on "A New Public Education," a Brandeis-based project that engages educators, politicians, and the public in a debate about the future of public education. Usually offered every second year. Last offered in the fall of 2001.

Ms. Holden, Mr. Kaufman, and Mr. Sizer

ED 155b Education and Social Policy

[ss]

Enrollment limited to 20.

Examines the various functions schools perform in a community, with special attention to the intended and unintended consequences of contemporary policies such as special education, desegregation, charter schools, and the standards/accountability movement. Will be offered in the fall of 2002.

Ms. Levenson

Electives

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

AMST 180b

Topics in the History of American Education

COML 165a

Reading, Writing, and Teaching Across Cultures

ECON 59b

Introduction to the Economics of Education

HBRW 168a

(formerly HBRW 119a)
Proficiency-Based Instruction in Modern Hebrew I

HBRW 168b

(formerly HBRW 119b)
Proficiency-Based Instruction in Modern Hebrew II

JCS 236a and b

Teaching and Learning in Jewish Classrooms

PHYS 22a

The Science in Science Teaching and Learning I

PSYC 105a

Socio-Emotional Development in Children and Adolescents

SOC 104a

Sociology of Education

Department of

English and American Literature

Courses of Study:

Minor

Major (B.A.)

Master of Arts

Doctor of Philosophy

Objectives

Undergraduate Major

The English major is designed to train students in the analysis of literary texts and to introduce them to the various literary and cultural traditions that influence creative work in the English language.

Graduate Program in English and American Literature

The Graduate Program in English and American Literature is designed to offer training in the interpretation and evaluation of literary texts in their historical and cultural contexts.

How to Become an Undergraduate Major

There are no prerequisites for declaring the English major, and students may declare the major at any time. Prospective majors are encouraged to take two or three courses in the department in their first and second years. ENG 11a (Introduction to Literary Method) focuses on the basic skills needed for studying literature and is required for the major. Courses with numbers below 100 are especially suitable for beginning students.

How to Be Admitted to the Graduate Program

Candidates for admission should have a bachelor's degree, preferably with a major in English and American literature, and a reading knowledge of French, Italian, Spanish, German, Greek, or Latin. They are required to submit a sample of their critical writing not to exceed 35 pages; the 35-page maximum may consist of a single critical essay or two shorter essays of approximately equal length. All applicants are required to submit scores on the Graduate Record Examination Verbal Aptitude test. The GRE Advanced Test in Literature is also required for Ph.D. applicants and recommended for joint M.A. applicants. The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study.

Faculty

Michael Gilmore, Chair

Puritanism. Literature of the American Revolution. American Renaissance. Film studies.

Olga Broumas (Director of Creative Writing)

Poetry.

John Brereton (Director of University Writing)

Composition and rhetoric. History of rhetoric. Pedagogy. Literary nonfiction. Eighteenth-century English literature.

John Burt

American literature. Romanticism. Composition. Philosophy of education. Literature of the American South. Poetry.

Mary Campbell

Medieval literature. Poetry. Renaissance literature.

Rafael Campo

Fannie Hurst Poet.

Patricia Chu

Modernism. American literature. Asian-American literature.

William Flesch

Poetry. Renaissance. Theory.

Caren Irr

Twentieth-century American literature. Theory. Cultural studies.

Thomas King, Graduate Advising Head

Performance studies. Gender studies. Gay studies. 17th- and 18th-century drama.

Susan Lanser

18th- and 19th-century British and French studies. Women writers. The novel. Women's studies and lesbian/gay studies. Comparative literature.

Jill McCorkle

Fannie Hurst Writer.

Paul Morrison

Modernism. Literary criticism and theory.

Jayne Anne Phillips

Fiction, Writer-in-Residence.

John Plotz

Victorian literature. The novel. Politics and aesthetics.

Laura Quinney

Romanticism. Literature and philosophy. Eighteenth-century literature.

Miles Rind

Aesthetics. History of philosophy. Kant.

Mark Sanders, Undergraduate Advising Head

Twentieth-century Anglophone literature. Postcolonial theory.

Faith Smith

African and Afro-American literature. Caribbean literature.

Ramie Targoff

Renaissance literature. Shakespeare. Religion and literature.

Michaele Whelan

Contemporary Anglophone literature. American literature. Theory.

Course Numbers

Except for courses in the 90-99 range, English department courses are numbered systematically. The final digit for any course number identifies the subject, as follows:

- 0 - Courses in a literary genre
- 1 - Courses in literary theory and literary criticism
- 2 - Medieval British literature (roughly before 1500)
- 3 - Renaissance British literature (circa 1500-1660)
- 4 - Restoration/18th-century British literature
- 5 - 19th-century British literature
- 6 - 19th-century American literature
- 7 - 20th-century literature
- 8 - Miscellaneous literary subjects
- 9 - Writing courses

Requirements for the Undergraduate Major

Main Track

Nine semester courses are required, including the following:

A. A semester course in literary method, ENG 11a.

B. Three semester courses dealing primarily with literature in English written before 1850. All courses ending in 2,3, or 4 fulfill this requirement, as well as certain courses ending in 5 or 6. For specific information about whether a particular course fulfills the pre-1850 requirement please consult the instructor or the undergraduate advising head. A listing is provided below and is also available from the main office in the department.

Pre-1850 courses: ENG 3a, 4a, 23a, 25a, 33a, 43a, 44a, 53a, 63a, 103a, 104a, 114b, 115b, 116b, 122a, 124a, 125, 132b, 133a, 134a, 135b, 142b, 143a, 144b, 152b, 164b, 173a, 174b

The following courses usually fulfill the pre-1850 requirement, however, students must check with the instructor and the undergraduate advising head for final approval: ENG 105a, 105b

C. One semester course in world literature (exclusive of the United States and England) from the list given below. For the purposes of this requirement, world literature includes literature written in English in places outside the United States and England (e.g., Irish, Canadian, Australian, Indian, African, or Caribbean literature). Courses in foundational texts (HUM 10a or ENG 10a), or certain cross-listed courses also fulfill this requirement. Other courses may also be suitable; students with questions should consult the undergraduate advising head.

World literature courses: AAAS 133b, COML 102a, 147b, 165a, ENG 10a, 17b, 77b, 111b, 127a, 147b, 197b, HUM 10a

D. Four elective semester courses, which may include any course offered, or cross-listed, in the department, with the following exceptions: no more than one creative writing workshop may be counted as an elective; USEM, COMP, and UWS courses do not count toward the major requirements in English and American literature. Cross-listed courses are considered to be outside the department and are subject to the restriction in (F) below.

E. No course with a final grade below C- can count toward fulfilling the major requirements in English and American literature.

F. A maximum of three courses taught by persons other than members of the faculty of the English and American literature department may be counted towards the major. This restriction includes courses taken while studying abroad, cross-listed courses, and transfer credits.

G. Honors Track: Graduation with honors in English requires the satisfactory completion of 10th course in the department—normally the Senior Honors Essay (one semester—99a or 99b). In rare cases, students may elect instead to complete the Senior Honors Thesis (two semesters—99d). To write an Honors Essay or Thesis, students should have a GPA of 3.50 or higher in courses counting towards the major and must make arrangements to be advised by a faculty member in the department who has agreed to direct the essay or thesis. The undergraduate advising head can assist students in finding appropriate directors. Departmental honors are awarded on the basis of excellence in all courses taken in the department, including the senior essay or thesis. Students in the Creative Writing Track who complete ENG 96d will be considered to have completed a Senior Honors Thesis.

Creative Writing Track

Students interested in the writing track should consult the pamphlet, *The Creative Writing Track in the Department of English*, obtainable from the main office of the department. The requirements of the writing track are, in brief, as follows:

A. A semester course in literary method, ENG 11a, which should be taken during the student's first year as an English major.

B. Two semester courses in directed writing (poetry, prose, or both): e.g., ENG 19a, ENG 109a, ENG 109b, ENG 119a, ENG 119b. At least one course in directed writing must be completed before the end of the sophomore year. All required courses in directed writing must be concluded before the beginning of the senior year. Only one course in directed writing can be taken in any semester.

C. One semester course in the student's preferred genre, to be agreed upon with the director of the writing track (e.g., ENG 10b or ENG 180a). This course must be completed before the student's senior year.

D. One semester course in each of three different periods, chosen from the main track list above.

E. ENG 96d (Senior Creative Writing Thesis). The student will produce, under the direction of his or her advisor, a body of writing (usually a book of poems or a collection of stories) of appropriate scope (two semesters).

F. An elective course normally in a studio or performing art, to be agreed upon with the director of the writing track.

G. The writing track also requires an essay on a tutorial bibliography. This will be done at the end of the student's senior year.

H. Admission to the writing track is by application only. Admission will be decided by the faculty of the writing track on completion by the student of at least one course in directed writing, normally at the end of the sophomore year.

Requirements for the Undergraduate Minor

Majors in the Department of English and American Literature are not eligible to enroll in minors offered by the department, with one exception: majors in the main track may enroll in the minor in creative writing.

Minor in Creative Writing

Four semester courses are required, including the following:

A. Three writing workshops, chosen from the following: ENG 9a, 19a, 109a, 109b, 119a, and 119b.

B. An academic course to be chosen by the student to match a literary genre practiced in one of the chosen workshops, e.g., ENG 10b or ENG 80a.

Minor in American Literature

Five courses are required, including the following:

- A. ENG 6a (American Literature from 1832 to 1900).
- B. ENG 7a (American Literature from 1900 to 2000).
- C. Two advanced courses (on the 100 level) in American literature.
- D. One course in American history or philosophy as approved by the advisor to minors.
- E. No course with a final grade below C- can count toward fulfilling the requirements for the minor in American literature.

Minor in English Literature

Five courses are required, including the following:

- A. Four courses in English literature. Two of these courses may be in the Anglophone literature of a place that has an Anglophone literary tradition because it was once a British colony, for example, Ireland, India, or South Africa. Anglophone literature courses include: AAAS 133b (The Literature of the Caribbean), ENG 17b (African Novel), ENG 127b (Migrating Bodies, Migrating Texts), and ENG 177b (Literature of Global English). This list is not exhaustive; students should check with the department office for lists of currently offered and appropriate courses.
- B. One course in British history, politics, philosophy, art, or music, as approved by the advisor to minors. Or one course in the history or culture of a place that was once a British colony, or a course in post-colonial theory. Such courses include: AAAS 85a (Survey of Southern African History), FA 43a (The Art of Medieval England), HIST 113a (English Medieval History), HIST 141b (Studies in British History: 1830 to the Present), and PHIL 174a (Hume). This list is not exhaustive; students should check with the department office for lists of currently offered and appropriate courses. Alternatively, one comparative literature course, in which British literature constitutes at least one-third of the reading.

C. Creative writing courses do not count toward the English literature minor. No advance placement courses may be counted toward the minor.

D. No course with a final grade below C- can count toward the requirements for the minor in English literature.

Special Notes Relating to Undergraduates

This department participates in the European cultural studies major and, in general, its courses are open to ECS majors.

Transfer credit toward the major: Application for the use of transfer credit (awarded by the Office of the University Registrar) toward the major requirements must be accompanied by a Requirement Substitution Form provided by the English office. The student may be asked to provide a syllabus, a transcript of grades, and in some cases examples of written work for which credit is being sought. The number of major requirements that can be satisfied with transfer credit is at the discretion of the undergraduate advising committee.

More detailed descriptions of the courses offered each semester will be available in the English department office.

Requirements for the Degree of Master of Arts**Program of Study**

First-year students are expected to take six courses in the English department. Each student will take ENG 200a (Methods of Literary Study); this seminar includes attention to research methods. Each student will complete a series of workshops in the teaching of writing. Other courses may be selected from departmental offerings at the 100 and 200 level, although at least two of these electives must be 200-level seminars. Any course taught at the Graduate Consortium in Women's Studies at Radcliffe College by a faculty member in the department, and approved by the department, shall be deemed the equivalent of a 200-level course within the English department for the purposes of meeting departmental requirements. First-year students may apply to the director of graduate studies for permission to take courses in other departments at Brandeis, courses offered at other universities through various consortium arrangements, and courses offered by the Graduate Consortium in Women's Studies at Radcliffe College but not taught by department faculty members. First-year students may participate in monthly workshops on teaching and research methods offered by the director of graduate studies and department faculty. At the annual First Year Symposium, held in the spring, first-year students present a paper to an audience of graduate students and faculty. The department meets at the end of every academic year to discuss the progress of its graduate students, particularly first- and second-year students.

Residence Requirement

The minimum residence requirement is one year, though students with inadequate preparation may require more.

Language Requirement

A reading knowledge of a major foreign language (normally modern European, classical Greek, or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

Requirements for the Joint Degree of Master of Arts in English and American Literature and Women's Studies

A. ENG 200a (Methods of Literary Study).

B. WMNS 205a, or a foundational course alternative.

C. Five additional courses in the English department selected from 100-level courses and graduate seminars (200-level courses). At least two of these courses must be at the 200 level. One of these five courses must be listed as an elective with the Women's Studies Program.

D. One cross-listed women's studies course in a department other than the English department.

E. Attendance at the year-long, noncredit, Women's Studies Colloquium Series.

F. Language requirement: A reading knowledge of a major foreign language (normally modern European, classical Greek, or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

G. First-year students must present a paper at the First Year Symposium in the spring term.

H. Thesis requirement: This project must be 25 to 35 pages long. Papers written for course work, papers presented at conferences, and papers written specifically for the M.A. degree are all acceptable. The paper must engage a feminist perspective or deal with literary subjects appropriate to women's studies. Each paper will be evaluated by a reader

for whom the paper was not originally written. The paper must satisfy the reader's standards for excellence in M.A. degree level work. For further information, contact the women's studies advisor in the English department.

Requirements for the Degree of Doctor of Philosophy

Program of Study

Second-year students continue to take courses, usually two each term. Students have an obligation to review their preparation in the field with their advisors and to ensure that they are acquiring a comprehensive knowledge of the various historical periods and genres of English and American literature and a deeper knowledge of the particular period or field they propose to offer as a specialty. With the exception of ENG 200a and the teaching workshops, no specific courses are required of all Brandeis Ph.D. candidates; each student's program will be designed in light of the strengths and weaknesses of his or her previous preparation and in accord with his or her own interests.

A student who comes to Brandeis with a B.A. degree is required to take 12 courses for the Ph.D. degree. A student with an M.A. degree in English is required to take eight additional courses, six of which are normally taken in the Brandeis English department. Additional courses may be taken in other departments at Brandeis, through the Graduate Consortium in Women's Studies at Radcliffe College, and through consortium arrangements with Boston College, Boston University, and Tufts University.

Second- and third-year students may participate in monthly workshops on teaching and research methods offered by the director of graduate studies and department faculty. The Graduate Committee offers annual workshops for third-year students on such topics as publication, the field exam, and the dissertation prospectus. The job placement officer offers an annual workshop for doctoral candidates and recent graduates on the job search and provides ongoing mentoring for job seekers. Advanced graduate students have opportunities to present their work to other scholars in their field by participating in an ongoing Graduate Feminist Colloquium and in various national and international conferences, for which some travel funds are available. Each year graduate students plan a lecture series in which they and faculty members come together to share their work.

Teaching Requirement

Training in teaching is provided through workshops offered in the first year. Second, third, and fourth year students are normally given a variety of supervised teaching assignments, including University Writing Seminars, University Seminars in Humanistic Inquiries, and/or in English department courses.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

COMP 1a Composition

Prerequisite: Placement by the director of University writing. Enrollment limited to 10 per section. Successful completion of this course does NOT satisfy the first-year writing requirement.

A course in the fundamentals of writing, required as a prerequisite to the first-year writing requirement for selected students identified by the director of University writing. Several sections will be offered in the fall semester.
Staff

UWS ##a and ##b University Writing Seminar

Enrollment limited to 17.

A course in college writing, with stress on writing sound argumentative essays that demonstrate mechanical and stylistic expertise. This course satisfies Option II of the first-year writing requirement. Offered every semester.
Staff

HUM 10a The Western Canon

This course may not be taken for credit by students who have taken ENG 10a.

[hum]

Foundational texts of the Western canon: Bible, Homer, Virgil, and Dante. Thematic emphases and supplementary texts vary from year to year.
Mr. Muellner

Residence Requirement

The minimum residence requirement is two years beyond the master's degree or three years beyond the bachelor's degree.

Language Requirement

In addition to the first language requirement, the student must (1) demonstrate a reading knowledge of a second major foreign language; or (2) demonstrate an advanced competence in the first foreign language and a knowledge of its literature; or (3) take a graduate course, ordinarily a seminar, in a field closely related to research on the dissertation. Approval of the graduate committee must be sought before such a course is taken; the student must demonstrate the relevance of the proposed course to the dissertation.

Dissertation Field Examination

All candidates for the Ph.D. will be asked to pass an oral examination in the historical period or genre in which the candidate expects to write a dissertation. This examination should be taken in the third year.

Dissertation and Defense

Each student submits to the dissertation director and second reader a brief (four- to seven-page) dissertation proposal describing the topic, the questions to be explored, the method of research, and reasons for believing the dissertation will be an original contribution to knowledge. The student's director and/or second reader may also require a bibliography.

Each student will submit a dissertation in a form approved by his/her dissertation director and by a committee appointed by the director of graduate studies. The student will defend the dissertation at a Final Oral Examination.

Completion of Degree

Students entering the Ph.D. program with a B.A. must earn the degree within eight years. Students entering the Ph.D. program with an M.A. must earn the degree within seven years. A student requesting an extension must demonstrate significant progress toward completing the dissertation by submitting a prospectus (or equivalent, including a chapter outline) and at least one chapter to the student's advisor. If the student's advisor agrees to support the requested extension, the advisor will refer the case to the Graduate Committee for approval.

Special Notes Relating to the Graduate Program

Students should also consult the General Degree Requirements and Academic Regulations found in an earlier section of this *Bulletin*.

ENG 4a The Restoration and the Eighteenth Century

[hum]

1660-1800: The age of reason and contradiction, enlightenment, and xenophobia. Surveys literary, critical, philosophical, political, and life writing, investigating the emergence of a literary public sphere, a national canon, and the first professional women writers. Usually offered every second year. Will be offered in the spring of 2003.

Mr. King

ENG 5a Nineteenth-Century Survey

[hum]

Offers general coverage of the major literary genres in the 19th century. The course studies the cultural context forged by the interaction of fiction, prose, and poetry. Usually offered every third year. Last offered in the spring of 2000.
Staff

ENG 6a American Literature from 1832 to 1900

[wi hum]

The transformation of our literary culture: the literary marketplace, domestic fiction, transcendentalism, and the problem of race. Cooper, Poe, Thoreau, Hawthorne, Fanny Fern, Harriet Wilson, Kate Chopin, and Melville. Usually offered every year. Will be offered in the fall of 2002.
Mr. Burt or Mr. Gilmore

ENG 7a American Literature from 1900 to 2000

[hum]

Focus on literature and cultural and historical politics of major authors. Prose and poetry. May include Eliot, Frost, Williams, Moore, Himes, Cather, and Faulkner as well as contemporary authors. Usually offered every year. Will be offered in the spring of 2003.
Mr. Burt, Ms. Chu, or Ms. Iir

ENG 8a Twenty-First Century American Literature

[hum]

An introductory survey of trends in recent American literature. Focus on prose. Readings vary yearly but always include winners of major literary prizes such as the Pulitzer, National Book Award, PEN/Faulkner Award, Pushcart Prize, O. Henry Award, or the Nobel Prize. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Iir

ENG 9a Advanced Writing Seminar

[hum]

Signature of the instructor required.
A workshop in nonfiction designed mainly for juniors and seniors who want to develop skills in the critical or personal essay, in memoir, autobiography, or scholarly writing. Readings include short works of nonfiction by a wide variety of writers. Usually offered every year. Will be offered in the fall of 2002.
Staff

ENG 10a Canonical Precursors: Genesis, Homer, Sappho, Ovid, Virgil

[hum]

This course may not be repeated for credit by students who have taken HUM 10a in previous years.
Helps prepare majors for study of most premodern and even modern literature in English through readings of major texts central to a literary education for writers in English from the Middle Ages through Modernism. Genesis, Iliad, Odyssey, Sappho's lyrics, Aeneid, Metamorphoses. Usually offered every year. Last offered in the spring of 2002.
Ms. Campbell or Mr. Flesch

ENG 10b Poetry: A Basic Course

[hum]

Enrollment limited to 12.
Designed as a "first" course for all persons interested in the subject. It is intended to be basic without being elementary. The subject matter will consist of poems of short and middle length in English from the earliest period to the present. Usually offered every fourth year. Last offered in the fall of 1999.
Staff

ENG 11a Introduction to Literary Method

[hum]

Enrollment limited to 15 per section in the fall and 18 per section in the spring.
The course's purpose is to train students in the critical reading of literary texts. There will be frequent assignments of writing that involve literary analysis. Multiple sections. Usually offered every semester. Will be offered in the fall of 2002.
Staff

ENG 16a Nineteenth-Century African-American Literature: Texts and Contexts

[hum]

Examines some of the major 19th-century texts of African-American literature and why they are at the center of often heated debates about the canon today. Considers why the issues raised by these texts—gender and sexuality, race and ethnicity, the limits of democracy, and the relationship of African-Americans to the United States and other national spaces—resonate so profoundly in literary and cultural studies, and in national life. Usually offered every third year. Last offered in the fall of 2000.
Ms. Smith

ENG 17a The Alternative Press in the United States: 1910-2000

[hum]

A critical history of journalism in the United States. Topics to be covered include the muckrakers, partisan reportage of Spain, propaganda in World War II, the black press, censorship of the counter-culture, industrialization, and the Internet. Daily reading of major newspapers required. Usually offered every third year. Last offered in the spring of 2000.
Ms. Iir

ENG 17b African Novel

[nw hum]

Examines the African novel in English, along with works in translation. Attention to language address, and narrative form, in, among others: Achebe, Ousmane, Thiégo, Farah, Head, Hove, Gordimer, and Coetzee. Usually offered every second year. Last offered in spring 2001.
Mr. Sanders

ENG 18a Transatlantic Flights of Imagination: A Comparative Study of British and American Women's Fiction

[hum]

Enrollment limited to 15.
British and American women wrote with an awareness of each other and with an awareness of their literary inheritances. The course identifies themes that can be defined

as British or American and will also relate these themes to each other, acknowledging the sustained movements of transatlantic dialogue they represent. Special one-time offering. Will be offered in the spring of 2003.
Ms. Lang

ENG 19a Introduction to Creative Writing

[hum]

Offered exclusively on a credit/no credit basis. Signature of the instructor required.
A workshop for beginning writers. Practice and discussion of short literary and oral forms: lyric, poetry, the short story, tales, curses, spells. Usually offered every year. Will be offered in the fall of 2002.
Ms. Broumas or Ms. Campbell

ENG 23a Domains of Seventeenth-Century Performance

[hum]

Seventeenth-century London performance investigated through the domains of its production—the court, the city, and the emerging "town," center of a new leisure class. Drama, masques, and music drama studied as modes of representation negotiating class mobility, changing concepts of state authority and personal identity, and shifts in gender and sexual relations. Usually offered every second year. Will be offered in the fall of 2002.
Mr. King

ENG 25a Romanticism I: Blake, Wordsworth, and Coleridge

[hum]

Examines the major poetry and some prose by the first generation of English Romantic poets who may be said to have defined Romanticism and set the tone for the last two centuries of English literature. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Burt or Ms. Quinney

ENG 26a Detection and Analysis: Deciphering Theories of "Madness"

[hum]

Enrollment limited to 15.
The expert reader is a detective, a gatherer of clues and intimations. The field of detection will range from poems to short stories, from novels to drama and span five centuries. First-person narrators, poetic speakers, and soliloquizers characterized as marginal, "Other," distressed, disturbed, meandering and even "mad" will unite our reading and critical thinking. Usually offered every year. Will be offered in the fall of 2002.
Ms. Whelan

ENG 33a Shakespeare

[hum]

A survey of Shakespeare as a dramatist. From nine to 12 plays will be read, representing all periods of Shakespeare's dramatic career. Usually offered every year. Will be offered in the fall of 2002.
Mr. Flesch or Ms. Targoff

ENG 43a Major English Authors, Chaucer to Milton
[hum]

A survey of major English authors from the Middle Ages through the Renaissance, including Chaucer, Wyatt, Spencer, Marlowe, Shakespeare, Sidney, Donne, Herbert, Marvell, Milton. No prior experience in medieval or Renaissance literature is required. Usually offered every year. Will be offered in the spring of 2003.
Ms. Targoff

ENG 44a Rights: Theory and Rhetoric
[hum]

Classic enlightenment texts about political, intellectual, economic, gender, and human rights: Milton, Locke, Adam Smith, the Bill of Rights, Paine, and Wollstonecraft. Usually offered every second year. Last offered in the spring of 2001.
Staff

ENG 46a Nineteenth-Century American Women Writers
[hum]

How did American women writers engage with the social, political, and economic changes of the 19th century? Focuses on gendered rhetorics of industrialization, imperialism, immigration, and abolition, as well as concepts of national identity. Examines how these writers related themselves to literary movements of the period. Usually offered every second year. Last offered in the spring of 2001.
Ms. Chu

ENG 47a Asian-American Literature
[hum]

Examines literature in English by North American writers of Asian descent from the 19th century to the present. Focuses on issues of literary collectivity based on national origin and race, and how gender, sexuality, and class have affected critical approaches to this literature. Usually offered every second year. Last offered in the fall of 2001.
Ms. Chu

ENG 47b Modern English Fiction
[hum]

A survey of English fiction written during the first half of the 20th century, including works by Joseph Conrad, E. M. Forster, Katherine Mansfield, and Virginia Woolf. Usually offered every second year. Last offered in the spring of 2001.
Staff

ENG 60b Writing about the Environment
[hum]

A course on writing persuasively about humans' interactions with, and responsibilities for, the world around us. Practice in several forms of non-fiction prose; readings from various cultures and periods, mainly from the United States since Thoreau, including Berry, Carson, Dillard, and Lopez. Usually offered every second year. Last offered in the spring of 2001.
Staff

ENG 63a Renaissance Poetry
[hum]

Examines lyric and narrative poetry by Wyatt, Surrey, Marlowe, Sidney, Spenser, Shakespeare, Jonson, Donne, and Herbert. Usually offered every second year. Last offered in the spring of 2002.
Ms. Targoff

ENG 64b Restoration and Eighteenth-Century Drama and Performance
(formerly ENG 164b)
[hum]

This course may not be repeated for credit by students who have taken ENG 164b in previous years.
Investigates the exchange between performance texts and contemporaneous discussions of class, nationality, and political party. Emphasizes the emergence of modern gender and sexual roles and the impact of the first professional women actors. Usually offered every second year. Will be offered in the spring of 2003.
Mr. King

ENG 75b The Victorian Novel
[hum]

The rhetorical strategies, themes, and objectives of Victorian realism. Texts may include Eliot's *Middlemarch*, Thackeray's *Vanity Fair*, Brontë's *Villette*, Gaskell's *Mary Barton*, Dickens's *Bleak House*, and Trollope's *The Prime Minister*. Usually offered every fourth year. Last offered in the spring of 1999.
Staff

ENG 77b Literature of Global English
(formerly ENG 177b)
[nw hum]

This course may not be repeated for credit by students who have taken ENG 177b in previous years.
Survey of world Anglophone literatures, as well as in translation, with attention to literary responses of writers to aspects of English as a global language with a colonial history. Focus on Indian subcontinent, Africa, the Caribbean, North America. Writers may include: Rushdie, Devi, Coetzee, Kincaid, Atwood, Anzaldua. Usually offered every year. Will be offered in the fall of 2002.
Mr. Sanders

ENG 96d Senior Creative Writing Thesis

Signature of the instructor and the director of creative writing required.
Required for English majors on the creative writing track. Usually offered every year.
Staff

ENG 97a Senior Essay

Signature of the instructor required.
For seniors interested in writing an essay outside of the honors track. Usually offered every year.
Staff

ENG 97d Senior Thesis

Signature of the instructor required.
For seniors interested in writing a thesis outside of the honors track. Usually offered every year.
Staff

ENG 98a Independent Study

Signature of the instructor required.
Usually offered every year.
Staff

ENG 98b Independent Study

Signature of the instructor required.
Usually offered every year.
Staff

ENG 99a The Senior Honors Essay

Signature of the instructor and the undergraduate advising head required.
For seniors interested in qualifying for departmental honors when combined with a 10th course for the major. Usually offered every year.
Staff

ENG 99b The Senior Honors Essay

Signature of the instructor and the undergraduate advising head required.
For seniors interested in qualifying for departmental honors when combined with a 10th course for the major. Usually offered every year.
Staff

ENG 99d The Senior Honors Thesis

Signature of the instructor and the undergraduate advising head required.
For seniors interested in qualifying for departmental honors with a thesis. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students**ENG 101a Studies in Popular Culture**
[hum]

A critical analysis of contemporary culture, including television, film, video, advertising, and popular literature. Combines applied criticism and theoretical readings. Last offered in the fall of 2001.
Mr. Morrison

ENG 101b Cyber-Theory
[hum]

How has the Internet changed the practice of writing? How can writing map cyberspace? What happens to the personnel of writing (author, reader, publisher) in context of cybernetics? Immerses students in critical and utopian theories of cyber textuality. Usually offered every second year. Last offered in the spring of 2002.
Ms. Irr

ENG 103a John Donne and the Metaphysical Poets
[hum]

Examines the poetry of Donne and his contemporaries, including George Herbert, Richard Crashaw, and Andrew Marvell. These "metaphysical poets" will be read alongside critical accounts by Samuel Johnson, T.S. Eliot, and others. Usually offered every third year. Will be offered in the spring of 2003.
Ms. Targoff

ENG 105b Nineteenth-Century Novel

[hum]

A study of the changing relations between self and society in the 19th-century novel in a world in which society has achieved an unprecedented, almost god-like, authority-creating values, shaping behavior, passing judgement. What are the possibilities of personal freedom and self-expression? Considers the ways in which Jane Austen, George Eliot, Charles Dickens, Emily Brontë, and Thomas Hardy represent marriage, passion, work, and the moral life. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Morrison

ENG 106b American Utopias

[wi hum]

Introduction to utopian fiction of 19th-century America. Readings include classic sources and utopian novels by major authors (Melville, Hawthorne, Twain). Some consideration will also be given to actually existing successful utopian communities. Usually offered every third year. Will be offered in the spring of 2003.

Ms. Irr

ENG 107b Literature and Healing

[hum]

Signature of the instructor required. Students wishing to enroll should submit a statement of intent on why they would like to enroll to the English department office, Rabb 144, before the first meeting of class.

Examines the various intersections between literature (especially poetry) and healing: In what ways may the disquieted physical body be fully represented in language? How might creative self-expression abet the healing process, by way of such rich tensions as between authorship/authority, identity/immunity, and confession/confinement? Works by Broumas, Dory, Hacker, Holub, O. Fisher, Gurin, Kincaid, Kumin, Lorde, L. Perillo, Plath, Sexton, A. Shapiro, W.C. Williams, and others. Usually offered every year. Will be offered in the spring of 2003.

Mr. Campo

ENG 109a Directed Writing: Poetry

[hum]

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Students wishing to enroll should submit a writing sample consisting of three poems to the English department office, Rabb 144, before the first meeting of class.

A workshop for poets willing to explore and develop their craft through intense reading in current poetry, stylistic explorations of content, and imaginative stretching of forms. Usually offered every year. Last offered in the spring of 2002.

Ms. Broumas

ENG 109b Directed Writing: Short Fiction

[hum]

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Students will be selected after the submission of sample writing, preferably three pages of fiction. The deadline for submission of

application manuscripts to the English department office, Rabb 144, is the day before the first meeting of class.

A workshop for motivated students with a serious interest in pursuing writing. Student stories will be copied and distributed before each class meeting. Students' stories, as well as exemplary published short stories, will provide the occasion for textual criticism in class. Usually offered every year. Will be offered in the fall of 2002.

Ms. McCorkle

ENG 111b Post-Colonial Theory

[hum]

Seminar in postcolonial theory with relevant background texts, with an emphasis on the specificity of its theoretical claims. Readings from Spivak, Said, Bhabha, Appiah, Mudimbe, Marx, Lenin, Freud, Derrida, Césaire, and Fanon, among others. Usually offered every second year. Last offered in the spring of 2001.

Mr. Sanders

ENG 114b Gender and the Rise of the Novel in England and France

[hum]

Explores the emergence of the novel as a modern genre in the 18th century, asking why the novel arises first in England and France, and what the new genre's preoccupations with women and gender can teach us about European society, culture, and literature. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Lanser

ENG 115b Fictions of Liberty: England in a Revolutionary Age

[hum]

Explores the intersections of English literature and European revolution in tumultuous period from 1789 to 1848. Reading fiction, autobiography, poetry, and philosophy, we consider textual practices that tested the political, religious, ethnic, sexual, social and economic limits of English liberties. Usually offered every second year. Last offered in the spring of 2002.

Ms. Lanser

ENG 117a Directed Studies in Current Literature

[hum]

Writing sample and signature of the instructor required.

Examines prose and poetry that enlarge our perception of the possible, in literature and the imagination. Looks at sentence patterns as choreographers, write under their influence, and generate a hands-on understanding of literary invention and the exciting generosities of form. Usually offered every third year. Last offered in the fall of 2000.

Ms. Broumas

ENG 117b The Autobiographical Imagination

[hum]

Prerequisite: ENG 11a. Signature of the instructor required.

This combination literature/creative writing course will combine the study of

contemporary autobiographical prose and poetry with a series of writing exercises based on these texts. Examinees—as writers—what it means to construct the story of one's life, and the ways in which lies, metaphor, and imagination transform memory to reveal and conceal the self. Usually offered every second year. Last offered in the spring of 2002.

Ms. Broumas

ENG 119a Directed Writing: Fiction

[hum]

Offered exclusively on a credit/no credit basis. Signature of the instructor required.

Those wishing to enroll should submit a sample of their fiction writing to the English department office, Rabb 144, before the first meeting of class. May be repeated for credit. An advanced fiction workshop for students primarily interested in the short story. Students are expected to compose and revise three stories, complete typed critiques of each other's work weekly, and discuss readings based on examples of various techniques. Usually offered every year. Will be offered in the fall of 2002.

Ms. McCorkle or Ms. Phillips

ENG 119b Directed Writing: Poetry

[hum]

Offered exclusively on a credit/no credit basis. Signature of the instructor required.

Students wishing to enroll should submit a writing sample consisting of three poems to the English department office, Rabb 144, before the first meeting of class. May be repeated for credit.

For those who wish to improve as poets while broadening their knowledge of poetry. Half the semester will be devoted to prosody, with formal exercises as preparation for later "free-assignments." Student's poems will be discussed in a "workshop" format with emphasis on revision. Remaining time will cover assigned readings and issues of craft. Usually offered every second year. Last offered in the fall of 2001.

Mr. Campo

ENG 121b Contemporary Literary Theory

[hum]

Recommended preparation: A course in the history of criticism.

A broad consideration of recent issues and trends in literary theory, primarily formalist, structuralist, psychoanalytic, poststructuralist, feminist, and Marxist. Usually offered every third year. Last offered in the fall of 2000.

Staff

ENG 122a The Medieval World

[hum]

A survey of early English literature. The first half will be Old English in translation: charms, riddles, elegiac poetry, the epic poem *Beowulf*. The second half will consist of selected *Canterbury Tales* in Middle English and some literature in translation: lyric poetry, the Gawain Romance, and Malory's *Morte d'Arthur*. Usually offered every year. Last offered in the spring of 2001.

Staff

ENG 124a Reason and Ridicule: The Literature of Britain in the Enlightenment

[hum]

Writers' concern with "criticism" broadly understood, including literary criticism in Johnson and Sheridan, skeptical historiography in Gibbon and Hume, and political criticism in Paine and Wollstonecraft. Debates on the effectiveness and propriety of wit in reasoned argument and political debate. Usually offered every third year. Last offered in the spring of 2000. Staff

ENG 125b Romanticism II: Byron, Shelley, and Keats

[hum]

This course may not be repeated for credit by students who have taken ENG 135b in previous years. ENG 25a (Romanticism I) is not a prerequisite for this course. The "younger generation" of Romantic poets. Byron, Shelley, and Keats continue and react against poetic, political, and philosophical preoccupations and positions of their immediate elders. Examines their major works, as well as Mary Shelley's *Frankenstein*. Usually offered every second year. Will be offered in the spring of 2003. Mr. Burt or Mr. Flesch or Ms. Quinney

ENG 126a American Realism and Naturalism, 1865-1900

[hum]

The course's concern will be how some of the central American Realists and Naturalists set about representing and analyzing American social and political life. Topics include the changing status of individuals, classes, and genders, among others. Usually offered every third year. Last offered in the fall of 2001. Mr. Burt or Ms. Chu

ENG 127a Novel in India

[hum]

Survey of novel and short story of the Indian subcontinent, their formal experiments in context of nationalism and post-colonial history. Authors may include Tagore, Anand, Manto, Desani, Narayan, Desai, Devi, Rushdie, Roy, Mistry, and Chaudhuri. Usually offered every second year. Will be offered in the spring of 2003. Mr. Sanders

ENG 127b Migrating Bodies, Migrating Texts

[hum]

Beginning with the region's representation as a *tabula rasa*, we examine the textual and visual constructions of the Caribbean as colony, homeland, backyard, paradise, and Babylon, and how the region's migrations have prompted ideas about evolution, hedonism, imperialism, nationalism, and diaspora. Usually offered every second year. Last offered in the fall of 2001. Ms. Smith

ENG 129a Writing Workshop

[hum]

Signature of the instructor required. Students must submit a three- to five-page writing sample to the English department office, Rabb 144, before the first meeting of class. A workshop for writers. Usually offered every second year. Will be offered in the fall of 2002. Ms. Broumas

ENG 129b Understanding the Screenplay: A Workshop

[hum]

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Students must submit a three- to five-page writing sample to the English department office, Rabb 144, before the first meeting of class. Examines the screenplay as a unique literary genre, and investigates the differences between writing stories in prose and writing for the screen. The course is divided into three equal parts: reading theory; reading published screenplays; editing a published story into screenplay format. Usually offered every fourth year. Last offered in the spring of 1999. Staff

ENG 131b Feminist Theory

[hum]

Introduces students to critical feminist thought by focusing closely each year on a different specific "problem," for example: 19th- and 20th-century modernity as manifested in the development of globalizing capitalism, the racialized democratic citizen and wage work; our understanding of cultural production; debates about the nature, applications, and constitution of feminist theory. Usually offered every second year. Will be offered in the fall of 2002. Ms. Chu

ENG 132b Chaucer I

[hum]

Prerequisite: ENG 10a or ENG 11a. In addition to reading Chaucer's major work, *The Canterbury Tales*, in Middle English, pays special attention to situating *The Tales* in relation to linguistic, literary, and social developments of the later Middle Ages. No previous knowledge of Middle English required. Usually offered every second year. Will be offered in the fall of 2002. Ms. Campbell

ENG 133a Advanced Shakespeare

[hum]

Signature of the instructor required. An intensive analysis of a single play or a small number of Shakespeare's plays. Usually offered every second year. Last offered in the spring of 2002. Mr. Flesch

ENG 134a The Woman of Letters, 1600-1800

[hum]

Women writers from Behn to Austen; novels, plays, pamphlets, diaries, and letters. The culture's attitudes to women writers; women's attitudes to literary achievement and fame, women's resistance to stereotypes, and women's complicity in the promulgation of images of the "good woman." Usually offered every fourth year. Last offered in the fall of 1999. Staff

ENG 137a Primal Pictures

[hum]

Signature of the instructor required. Students wishing to enroll should submit a writing sample consisting of fiction, a film or book review, or critical writing on contemporary fiction. Novels to be read feature finely-etched portrayals of change within the primal family structure, specifically death or loss of a parent and resulting transformation in the family gestalt. Films of four of the novels read will be screened. Usually offered every second year. Will be offered in the spring of 2003. Ms. Phillips

ENG 137b Studies in Modernism

[hum]

An attempt to explore the concept of "modernism" through an intensive reading of seminal poems, novels, and plays. Focuses on the formal innovations of modernism and their relation to various ideological and political issues. Usually offered every second year. Will be offered in the fall of 2002. Ms. Chu or Mr. Morrison

ENG 140a Satire and its Uses

[hum]

Examines the forms and methods of satirical fiction and poetry, with emphasis on writers from classical Greece and Rome, Britain, and the United States. Staff

ENG 142b Introduction to Old Norse

[hum]

Designed to introduce students to the linguistic structure of Old Norse, to develop reading proficiency in Old Norse, and to introduce students to some of the classic texts of the Old Norse sagas, especially those with parallels to *Beowulf*. Usually offered every third year. Last offered in the fall of 2000. Ms. Malting

ENG 143a Elizabethan and Jacobean Drama

[hum]

A study of the revenge tradition in the work of Shakespeare and his contemporaries. The problem of blood-revenge will be looked at as a historical phenomenon in Renaissance society and as a social threat transformed into art in such dramatists as Shakespeare, Marlowe, Kyd, Marston, Tourneur, Chapman, and Webster. Usually offered every fourth year. Last offered in the spring of 1999. Staff

ENG 144b The Body as Text: Castiglione to Locke

[hum]

A library intensive course.

How are our bodies the material for our presentations of self and our interactions with others? Examines contemporary theories and histories of the body against literary, philosophical, political, and performance texts of the 16th- through the 18th-centuries. Usually offered every third year. Last offered in the spring of 2002.

Mr. King

ENG 147a Film Noir

[hum]

A study of classics of the genre (*The Killers*, *The Maltese Falcon*, *Touch of Evil*) as well as more recent variations (*Chinatown*, *Bladerunner*). Readings include source fiction (Hemingway, Hammett) and essays in criticism and theory. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Flesch or Ms. Quinney

ENG 147b South African Literature and Apartheid

[hum]

Survey of South African literature, its engagement with apartheid and its aftermath: fiction, drama, poetry. Authors may include Paton, Gordimer, Fugard, Head, Serote, Matshoba, Coetzee, and Krog. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Sanders

ENG 151a Lesbian and Gay Studies: Desire, Identity, and Representation

[hum]

Recommended preparation: WMNS 5a, WMNS 105a, ENG 131b or another foundation course in feminist/gender theory. Historical, literary, and theoretical perspectives on the construction and performance of homosexual identities. How has the sin that cannot be named been overdetermined as the margin against which heterosexuality defines itself? How has that margin provided a space for radical praxis? Usually offered every second year. Will be offered in the fall of 2002.

Mr. King

ENG 151b Theater/Theory: Investigating Performance

[hum]

Recommended preparation: A course in dramatic literature and familiarity with theatrical production.

The theater, etymologically, is a place for viewing. Theory, etymologically, begins with a spectator and a viewing. Reading theories of theater and performance against paradigmatic dramatic texts and documents of social performance, speculation and spectatorship are reviewed. Usually offered every second year. Will be offered in the spring of 2003.

Mr. King

ENG 152b Arthurian Literature

[hum]

Prerequisite: ENG 10a or HUM 10a or ENG 11a.

A survey of [mostly] medieval treatments of the legendary material associated with King Arthur and his court, in several genres: bardic poetry, history, romance, prose narrative. Usually offered every second year. Last offered in the fall of 2001.

Ms. Campbell

ENG 155a Provincialism and Imperialism, 1870-1930

[hum]

Explores ideas about the local, regional, national, international and cosmopolitan in Empire-era "Greater Britain." What role does literature play in the global movement of British and "colonized" culture? Includes Emily Eden, R.D. Blackmore, Hardy, Flora Steel, Conrad, Woolf, Waugh, and E.M. Forster. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Plotz

ENG 156b The James Family

[hum]

Focuses on William, Henry, and Alice James, and on the different ways they approach the representation of human interaction, thought, perception, and suffering in their novels, philosophical essays, and diary. Pays particular attention to their intellectual and aesthetic contexts. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Flesch or Ms. Quinney

ENG 157a Contemporary Poetry

[hum]

An introduction to recent poetry in English, dealing with a wide range of poets, as well as striking and significant departures from the poetry of the past. Looks, where possible, at individual volumes by representative authors. Usually offered every third year. Will be offered in the spring of 2003.

Ms. Quinney

ENG 157b American Women Poets

[hum]

Prerequisite: ENG 10a or HUM 10a or ENG 11a. Enrollment limited to 20.

Students imagine meanings for terms like "American" and "women" in relation to poetry. After introductory study of Anne Bradstreet, Phillis Wheatley, and Emily Dickinson, readings of (and about) women whose work was circulated widely, especially among other women poets, will be selected from mainly 20th-century writers. Usually offered every second year. Last offered in the spring of 2002.

Ms. Campbell

ENG 161a Introduction to Cultural Studies

[hum]

Introduces theories of culture—what it is, who has it, where it is located, when it changes, and why it endures. Emphasis on analyzing assumptions and consequences of theories, with short papers applying major concepts and a scavenger hunt. Usually offered every third year. Last offered in fall of 2000.

Ms. Irr

ENG 165b Victorian Poetry and its Readers

[hum]

Studies how poetry was written and read during the last time poetry held a prominent role in England's public life. The course centers on Tennyson's career as Poet Laureate, but also gives full attention to Robert Browning's work. The course also surveys the work of E. B. Browning, the Pre-Raphaelites, and others, and concludes with the poetry of Hardy and of the early Years. Usually offered every fourth year. Last offered in the fall of 1999.

Staff

ENG 166b Whitman, Dickinson, and Melville

[hum]

Prerequisite: ENG 10a or HUM 10a.

Poetry of Whitman, Dickinson, Emerson, and Melville, with representative poems of Whittier, Bryant, Longfellow, Poe, Sigourney, and Tuckerman. Usually offered every third year. Will be offered in the spring of 2003.

Mr. Burt

ENG 167a Women Writers and the Avant-Garde

[hum]

Close reading of American women writers who work in an experimental vein: Stein, Barnes, Nin, Bowles, diPrima, Acker, Anderson, Hejninian, and others. Situates writers in relation to movements such as cubism, surrealism, existentialism, performance art, and language poetry. Usually offered every third year. Last offered in the spring of 2001.

Ms. Irr

ENG 171a History of Literary Criticism

[hum]

This course may not be repeated for credit by students who have taken ENG 71a in previous years.

Explores major documents in the history of criticism from Plato to the present. Texts will be read as representative moments in the history of criticism and as documents of self-sufficient literary and intellectual interest. Usually offered every second year. Last offered in the spring of 2002.

Mr. Morrison or Ms. Quinney or Mr. Rind

ENG 173a Spenser and Milton

[hum]

A course on poetic authority: the poetry of authority and the authority of poetry. Spenser and Milton will be treated individually, but the era they bound will be examined in terms of the tensions within and between their works. Usually offered every second year. Last offered in the spring of 2001.

Mr. Flesch

ENG 174b Eighteenth-Century Novel

[hum]

The early development of the novel in England, with particular attention to contemporary theories of the novel and the relationship between the literary history of genre and the social history of class. Authors include Defoe, Richardson, Fielding, Sterne, and Burney. Usually offered every second year. Last offered in the spring of 2001.

Ms. Lanser

ENG 180a The Modern American Short Story

[hum]

Signature of the instructor required.

Close study of American short fiction masterworks. Students read as writers write, discussing solutions to narrative obstacles, examining the consequences of alternate points of view. Studies words and syntax to understand and articulate how technical decisions have moral and emotional weight. Usually offered every second year. Last offered in the summer of 2001.

Staff

ENG 187a American Fiction since 1945

[hum]

Readings of contemporary post-realist and post-modernist fiction. Authors and themes vary but always include major figures such as Nabokov, Pynchon, DeLillo. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Irr

ENG 197b Testimony, Law, Literature

[hum]

A study of the cross-disciplinary linkages between literature and law, through works of testimonial writing such as slave narratives, *Testimonio*, and holocaust narrative, as well as testimony from South Africa's Truth and Reconciliation Commission. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sanders

(200 and above) Primarily for Graduate Students

Seminars**ENG 200a Methods of Literary Study**

Required of all first-year graduate students. Usually offered every year. Will be offered in the fall of 2002.

Ms. Irr

ENG 202a Thomas Malory: Fiction before Novels

Reading of the complete *Works of Malory*, also known as the *Morte D'Arthur*, as the postponed climax of high and late medieval romance and the early triumph of a nascent English fiction in the modern vernacular. Usually offered every third year. Last offered in the spring of 2002.

Ms. Campbell

ENG 203a Religion and Literature in Renaissance England

Explores the relationship between religion and literature from the English Reformation through the Civil War. Readings include poetry by Wyatt, Donne, Herbert, Milton, and Marvell; plays by Marlowe and Shakespeare; and religious tracts by St. Augustine, Luther, Calvin, and Hooker. Usually offered every third year. Will be offered in the fall of 2002.

Ms. Targoff

ENG 204a American Romanticism in Poetry and Fiction

Romanticism as a philosophical movement, a poetic movement, and fictional style. Essays and poetry of Emerson and Thoreau's *Walden*. Major poetry of Whitman and Dickinson (and some Melville). *The Scarlet Letter*, selected stories of Poe, Moby Dick. Fuller's *Woman in the Nineteenth Century*. Alcott's

Transcendental Wild Oats. Usually offered every third year. Will be offered in the spring of 2003.

Mr. Burt

ENG 206b Surface and Depth: Explorations in American Legibility

Examines the American commitment to external and internal legibility or accessibility. Readings span the nation's history from the *Federalist Papers* to Ellison's *Invisible Man*. Topics include the Americanization of cinema and psychoanalysis in the 20th century. Usually offered every third year. Last offered in the fall of 2000.

Mr. Gilmore

ENG 207a Topics in African Literature, Culture, and Society

Concentrating on Africa, and drawing relevant comparisons, this course prepares graduate students pursuing research in postcolonial literatures and theory. Possible topics: orature and literature; multilingualism and translation; colonialism and apartheid; Négritude and pan-Africanism, gender and human rights; truth and reconciliation. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sanders

ENG 207b Fiction of the American South

Examines fiction of the era of modernization and desegregation. Readings include novels by Robert Penn Warren, Flannery O'Connor, Eudora Welty, Ernest Gaines, Margaret Walker, Caroline Gordon, Ellen Glasgow, and William Faulkner. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Burt

ENG 208a American Fins de Siecles

Centuries' ends have always been periods of intense cultural ferment, with great expectations often vying with apprehension and despair. Considers works produced in the United States in the 1790s, 1890s, and 1990s. Authors include Franklin, Crane, Jewett, Morrison, Updike. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Gilmore

ENG 213a Milton

[hum]

Milton's poetry and selected prose, with particular attention to *Paradise Lost* and its intellectual, historical, and literary contexts. Usually offered every third year. Last offered in the fall of 2001.

Mr. Flesch

ENG 215a Victorian Novel

A survey of the 19th-century novel from Austen to Hardy. Investigates the invention and promulgation of literary affects as well as their social conditions and consequences. Usually offered every third year. Last offered in the spring of 2000.

Staff

ENG 217a American Literature after Television

Examines how and why the project of American literature changes after the advent of television. Readings include theoretical essays on technology and representation, and literary texts by Nabokov, Mailer, Didion, DeLillo, Bernstein, Reed, Pynchon, Silko, and Wallace. Usually offered every third year. Last offered in the fall of 2001.

Ms. Irr

ENG 227a Studies in Modernism

An exploration of the concept of the modern through an intensive reading of *The Waste Land*, *Ulysses*, *Between the Acts*, and *Endgame*. Usually offered every third year. Will be offered in the spring of 2003.

Mr. Morrison

ENG 230b Feminist Theory

This course, primarily devoted to literary theory, will also pay some attention to feminist scholarship in related disciplines, including history, anthropology, and legal studies. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Chu

ENG 231a Seminar in Performance Studies: Performing the Early Modern Self

Examines contemporary performance theory against everyday and formal performances of the Restoration and the 18th century in England. Investigates agents' negotiations of social and personal space in plays, diaries, novels, and treatises. Usually offered every third year. Last offered in the spring of 2002.

Mr. King

ENG 232b Chaucer

A survey of the historically pivotal literary career of Chaucer, with emphasis on *The Canterbury Tales*. Chaucer's works as social analysis and critique, from the point of view of a bourgeois outsider in an aristocratic milieu; Chaucer's medieval genres and their transformation into vehicles of early modern sensibility; medieval relations of secular literature to its audience(s); orality, literacy, and the book. Usually offered every fourth year. Last offered in the spring of 1999.

Ms. Campbell

ENG 233a Shakespeare Seminar

An intensive reading of Shakespeare's work from a theoretical and historical viewpoint. Usually offered every third year. Last offered in the fall of 2000.

Mr. Flesch

ENG 234a Feminist Criticism and Women's Writing, 1660-1800

Recent feminist criticism of texts written by women between 1660 and 1800. The emphasis will not be on feminist theory, but rather on issues in the criticism and interpretation of literary texts and on feminist issues in literary theory. Usually offered every fourth year. Last offered in the spring of 1999.
Staff

ENG 236a American Poetry of the Nineteenth Century

A graduate seminar on American poetry of the 19th century, including Dickinson, Whitman, Emerson, Melville, Tuckerman, the "Fireside poets" (Longfellow, Whittier, Lowell, Bryant), the "Nightingales" (Sigourney and Oakes-Smith), religious and patriotic lyrics, and much more. Usually offered every third year. Last offered in the spring of 2001.
Mr. Burt

ENG 240a Sex and Culture

Studies in the cultural construction and representation of the self and its sexuality; focuses primarily on the various technologies of self-knowledge and self-fashioning (literary and otherwise) in the modern West. Usually offered every third year. Last offered in the spring of 2001.
Mr. Morrison

ENG 240b The Ethics of Representation in Nineteenth- and Twentieth-Century Fiction

Examining exemplary works of 19th- and 20th-century fiction, the class studies the ways in which narrative construction (plotting, rhetoric, narrative voice, ideological motivation) represent personal and social reality. Raises questions about the relationship between the real and the ethical, between what is and what ought to be, and how our own ethical concerns complicate our understanding of the novels we read. Usually offered every third year. Last offered in the fall of 2000.
Staff

ENG 352a and b Directed Research

Specific sections for individual faculty members as requested. Permission of the director of graduate studies required.
Staff

ENG 402d Dissertation Research

Specific sections for individual faculty members as requested.
Staff

Courses by Brandeis Faculty at the Graduate Consortium in Women's Studies at Radcliffe College

Available through cross-registration.

Alternative Worlds: Utopia, Science, and Gender

Team-taught by a historian of science and a literary critic. Explores the intersections between two early modern developments: the new genre of utopia, and the new ideas about the goals and methods of natural inquiry identified with the "Scientific Revolution." Early modern (and some 20th-century American) authors will include Christine de Pizan, Raleigh, Bacon, Campanella, Catalina de Erauso, Cyrano de Bergerac, Margaret Cavendish, Charlotte Perkins Gilman, Naomi Mitchison, and Octavia Butler. Usually offered every third year. Last offered in the spring of 2000.
Ms. Campbell (Brandeis) and Ms. Park (Harvard University)

Cross-Listed Courses**Courses in Literary Genre****COML 180a**

The Theater of the Absurd

NEJS 172a

Women in American Jewish Literature

Courses in Literary Theory and Literary Criticism**COML 198a**

Feminist Theory in Literary and Cultural Studies

PHIL 12b

Philosophy and Literature

Medieval Literature**COML 102a**

Love in the Middle Ages

20th-Century British or American Literature**AAAS 133b**

The Literature of the Caribbean

COML 102a

Love in the Middle Ages

COML 120a

Art for the People

COML 147b

The City: Metropolitan Glory and Urban Alienation

COML 165a

Reading, Writing, and Teaching across Cultures

NEJS 172a

Women in American Jewish Literature

RECS 154a

Nabokov

THA 150a

The American Drama since 1945

Miscellaneous Literary Subjects**LING 8b**

The Grammar of English

English as a Second Language

Undergraduate Students

Undergraduate students may arrange an individual or group tutorial to support their academic courses by improving their language skills.

The ESL Undergraduate Program coordinator and instructor is Kitsie Henschman-Sallet.

Graduate Students

Graduate students may enroll in ESL 200a (English for Academic Purposes). Tutorials are also available. Each semester a special course is offered for non-native speakers of English who will be teaching assistants.

The ESL Graduate Program coordinator and instructor is Kevin King.

Courses of Instruction

(200 and above) Primarily for Graduate Students

ESL 200a English for Academic Purposes

This noncredit course addresses all skills necessary for proficiency in English, but concentrates on vocabulary development, pronunciation, listening comprehension, speech fluency, and, in some cases, teaching. A grammar review includes the use of articles, prepositions, the tense system, modals, conditionals, and more. Audio and video tapes are used. Regular attendance is mandatory. There are no grades given. Usually offered every semester.

Mr. King

An interdepartmental program

Courses of Study:
Minor

Environmental Studies

Objectives

Awareness of the mutual impact of human activity and the natural environment is rapidly growing. On scales as different as personal hygiene and international trade agreements, decisions increasingly reflect environmental concerns and understanding. This broad range of issues can be successfully approached from the vantage point of several traditional disciplines. Yet, no single field is truly representative of, or adequate for, the study of "the environment." Accordingly, the Brandeis Environmental Studies Program aims to expand disciplinary training in the social and natural sciences to assure adequate grounding in environment-related subfields, but also to complement such training with similarly relevant courses outside a student's major. This combination is designed to provide a broad, interdisciplinary base for employment or future professional training.

How to Become a Program Member (Minor)

The program is open to students from any major. The requirements may be met with specific courses in the sciences, the social sciences, and the humanities, and must also include a practical component of an environmental problem, and a senior research paper (that may serve as a thesis in the student's major), or a structured internship experience. Some students may elect to receive field training in specialized subjects, e.g., marine biology, sustainable development, tropical ecology. The program maintains extensive files of such off-campus opportunities. Students may register for the minor, seek guidance in course selection, off-campus training, and paper topics, by contacting the Environmental Studies Program faculty advisor as early in their Brandeis career as possible. Registered participants will receive information on courses and campus events.

Committee

Brian Donahue, Chair
(American Studies)

Richard Gaskins
(American Studies, Legal Studies)

Adam Jaffe
(Economics)

Laura Goldin
(American Studies)

Dan L. Perlman
(Biology)

Judy Herzfeld
(Chemistry)

Requirements for the Program

A. Two semester courses chosen from Group I (Environment and Society).

B. Two semester courses chosen from Group II (Environment and the Natural World).

C. Successful completion of AMST 20a (Environmental Issues).

D. Either successful completion of ENVS 97a or b (Senior Essay) (or an approved Senior Honors Thesis submitted to any department); or successful completion of ENVS 92a or b (Environmental Internship).

Courses of Instruction
ENVS 11b Water Resources Management and Policy

Signature of Professor Donahue required. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on off-campus courses.

An advanced interdisciplinary seminar examining past and current water supply issues and exploring the uncertain future of our water supply. The Boston metropolitan area water supply system is used as a case study. Water is looked at from scientific, historical, and political viewpoints. Usually offered every year. Will be offered in the fall of 2002.

Mr. Donahue (Brandeis coordinator)

ENVS 12b Introduction to Marine Mammals [sn]

Prerequisite: A college-level biology course. Signature of Professor Perlman required. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on off-campus courses.

Designed to familiarize students with the biology and natural history of marine mammals, with an emphasis on whales, dolphins, and seals of the western North Atlantic. Topics include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation issues. Usually offered every second year. Last offered in the fall of 2000.

Mr. D.L. Perlman (Brandeis coordinator)

ENVS 13b Coastal Zone Management

Signature of Professor Donahue required. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on off-campus courses.

Introduction to the coastal environment, its resources, and its uses; impact of human activities; scope of the Federal Coastal Zone Management Act; collaborative planning efforts by federal, state, and local governments; and international applications of coastal management. Course includes case studies, guest speakers, and student presentations. Usually offered every year. Last offered in the spring of 2002.

Mr. Donahue (Brandeis coordinator)

ENVS 14b The Maritime History of New England

Signature of Professor Donahue required. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on off-campus courses.

The sea has shaped New England. Surveys the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Examines historical, political, and economic developments. Particular attention is given to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from New England's past. Classes will include visits to museums, a field session at a maritime archaeology site, and guest lectures on current research projects. Usually offered every year. Last offered in the spring of 2002.

Mr. Donahue (Brandeis coordinator)

ENVS 28a Wetlands: Hydrology, Ecology, Restoration [sn]

Prerequisite: Two semesters of introductory science (biology or chemistry or physics). Signature of Professor Perlman required. Offered under the auspices of the MSC and open to Brandeis students by petition. Please see the special note above on off-campus courses.

Special Note on Off-Campus Courses

Through our membership in the Marine Biological Laboratory (MBL) Consortium, competitively selected students may satisfy some of the above requirements by participating in the Semester in Environmental Science offered each fall at the MBL in Woods Hole, Massachusetts. Brandeis is also affiliated with the School for Field Studies and the Marine Studies Consortium (MSC). Both offer programs of special interest to those enrolled in the Environmental Studies Program. *(MSC courses are sometimes over-subscribed and enrollments must be redistributed among member schools. Enrolling through Brandeis does not guarantee final acceptance into MSC courses. Students taking MSC courses through cross-registration at Brandeis must pay MSC through their home institution).*

Role of wetlands in the global landscape. Functioning of inland and coastal marshes and flood planes; water and nutrients cycles; biodiversity of organisms from microbes to vertebrates. Biological links between wetlands and human activities. Protection and restoration of endangered wetlands. Usually offered every second year. Will be offered in the fall of 2003.

Messrs. Klein and Waterman

ENVS 92a and b Environmental Internship

Early registration (April and October) encouraged. Signature of Professor Goldin required. Students work in environmental internship placements tailored to the students' academic program, interests, and skills. Internships are in public and private organizations focused on environmental policy, research, regulation, enforcement, and education. A classroom component is designed to provide an opportunity for analysis and discussion of the internship experience. Usually offered every semester. Will be offered in the fall of 2002.

Ms. Goldin

ENVS 97a Senior Essay

Signature of the instructor required. Usually offered every year.

Staff

ENVS 97b Senior Essay

Signature of the instructor required. Usually offered every year.

Staff

Core Courses
AMST 20a

Environmental Issues

Electives	HIST 100a Fire and Ice: An Ecological Approach to World History	BIOL 30b* Cetacean Biology and Conservation
Group I: Environment and Society	HIST 128a Ecological Imperialism: The Environmental Consequences of Early Modern Expansion	BIOL 31b* Biology of Fishes
AMST 101a American Environmental History	LGLS 132b Environmental Law and Policy	BIOL 32a Field Biology
AMST 102a Women, the Environment and Social Justice	POL 179a Seminar: Politics and Hunger	BIOL 37b* Biology of Extreme Environments
AMST 104b Brandeis and Its Environs: The Geographic Analysis of Your Community	POL 180b Sustaining Development	BIOL 60b* Evolution
AMST 106b The Pleasures and Perils of Eating: Food and Farming in America	SOC 175b Environmental Sociology	BIOL 134b* Topics in Ecology
AMST 191b Greening the Ivory Tower: Researching and Improving the Brandeis Environment	Group II: Environment and the Natural World An asterisk (*) indicates a course with multiple prerequisites.	BIOL 149b* Molecular Pharmacology
ANTH 20b The Development of Human Food Production	AMST 105a The Eastern Forest: Paleoecology to Policy	CHSC 3a The Planet as an Organism: Gaia Theory and the Human Prospect
ANTH 55a Models of Development: Third World	BISC 2a Human Reproduction, Population Explosion, Global Consequences	CHSC 4a Chemicals and Toxicity
ECON 57a Environmental Economics	BISC 3b Organism and the Environment	CHEM 33a* Environmental Chemistry
ECON 175a Introduction to the Economics of Development	BISC 6b Environmental Health	ENVS 12b Introduction to Marine Mammals
ENG 60b Writing about the Environment	BIOL 17b Conservation Biology	PHSC 4a Science and Development
ENVS 11b Water Resources Management and Policy	BIOL 23a* Evolutionary Ecology	
ENVS 13b Coastal Zone Management	BIOL 27a* Aquatic Ecology	
ENVS 14b The Maritime History of New England	BIOL 28a* Marine Biology	

An interdepartmental program

European Cultural Studies

Courses of Study:
Major (B.A.)

Objectives

European Cultural Studies (ECS) offers students the opportunity to study English and continental literature *in translation* in conjunction with one or more related disciplines: fine arts, history, music, philosophy, politics, sociology, and theater arts.

Students will be able to count appropriate courses taken in clusters toward the ECS major.

ECS is for those students who feel intellectually adventurous, who want to explore the interrelationships of literature with various other disciplines in order to gain a broader perspective of what constitutes "culture." With the advent of an everchanging Europe, students in ECS will be better prepared, in all areas, to keep abreast with current and future events.

Many of our students spend some time abroad to get a feel for the cultures in which they are most interested. ECS majors have gone on to graduate schools (in history, politics, English, and other fields), have entered law school, business school, and advanced programs in international studies.

How to Become a Major

It is highly advisable that students make a decision no later than the middle of their sophomore year in order to take full advantage of the ECS major.

Normally, students will choose to focus on either the early period (from the Middle Ages to the mid-1700s) or the modern period (from mid-1700s to the present day). Variations within the scheme can be worked out with the coordinator.

Each major will plan a program in consultation with the coordinator.

Committee

Stephen Dowden, Coordinator and Undergraduate Advising Head
(Germanic and Slavic Languages)

Rudolph Binion
(History)

Dian Fox
(Spanish)

Jane Hale
(French)

Gila Hayim
(Sociology)

Arthur Holmberg
(Theater Arts)

Edward Kaplan
(Romance and Comparative Literature)

Jytte Klausen
(Politics)

Richard Lansing
(Italian)

Paul Morrison
(English and American Literature)

Jessie Ann Owens
(Music)

Antony Polonsky
(Near Eastern and Judaic Studies)

Jerry Samet
(Philosophy)

Nancy Scott
(Fine Arts)

Requirements for Major

The major consists of 10 semester courses (11 if the student elects to write a thesis).

A. ECS 100a (The Proseminar), to be completed, if possible, *no later* than the junior year.

B. Two comparative literature seminars, or HUM 10a (The Western Canon) and one comparative literature seminar. The student is particularly encouraged to select this second course from COML 102 through COML 106. However, any COML offering is acceptable, as long as its subject matter is European and it is otherwise relevant to the student's program.

C. Three courses in European literature. The six European literatures offered are English, French, German, Italian, Russian, and Spanish. The foreign literature courses listed below have been specifically designed for use in the ECS curriculum and *are taught in translation*. Courses in English literature may be used to fulfill this requirement. For courses in comparative literature consult the appropriate section of this *Bulletin*.

D. Three courses selected from the following seven related disciplines: fine arts, history, history of ideas, music, philosophy, politics, sociology, and theater arts. In consultation with the coordinator, students may be able to use courses from additional departments (e.g., NEJS, anthropology, etc.) so long as such courses are appropriate to the student's program in ECS.

E. Students who elect to write a Senior Thesis will enroll in ECS 99d. Before enrolling, students should consult with the coordinator. An appropriate GPA is required to undertake the writing of a thesis. Honors are awarded on the basis of cumulative GPA in the major and the grade on the honors thesis.

F. All seniors **not** enrolling in ECS 99d (that is, not electing to write a Senior Thesis) have a choice of electing *one* additional course in any of the three segments of the major: either an additional course in comparative literature, or an additional course in any of the six European literatures, or an additional course in any of the seven related areas.

Special Notes Relating to Undergraduates

Courses in the seven related disciplines are generally available for ECS majors. Any questions should be addressed directly to the appropriate representative of the department (fine arts, Professor Scott; history, Professor Binion; music, Professor Owens; philosophy, Professor Samet; politics, Professor Klausen; sociology, Professor Hayim; theater arts, Professor Holmberg).

ECS majors are encouraged to pursue study abroad, either in England or on the continent. Credit will be applied for appropriate equivalent courses. Interested students should consult with the coordinator and the Office of Undergraduate Academic Affairs.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

ECS 98a Independent Study

May be taken only by majors with the written permission of the ECS program coordinator. Signature of the instructor required.
Usually offered every year.
Staff

ECS 98b Independent Study

May be taken only by majors with the written permission of the ECS program coordinator. Signature of the instructor required.
Usually offered every year.
Staff

ECS 99d Senior Thesis

Signature of the instructor required.
This course is independent research under the supervision of the thesis director. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

ECS 100a European Cultural Studies: The Proseminar

[hum]
Enrollment limited to 18. Refer to the University Writing section of this Bulletin for information regarding applicability to the writing intensive requirement. May be repeated for credit with the permission of the ECS coordinator.
The theme for fall 2002: Modernism.
The theme for spring 2003: Making Modernity. Usually offered every year.
Will be offered in the fall of 2002 and the spring of 2003.
Mr. Dowden (fall)
Mr. Randall (spring)

European Literature

The following courses are appropriate for the ECS major and his or her respective foreign literature majors: French, German, Russian, and Spanish. The course abbreviations have the following values:

FECS = French and
European Cultural Studies

GECS = German and
European Cultural Studies

IECS = Italian and
European Cultural Studies

RECS = Russian and
European Cultural Studies

SECS = Spanish and
European Cultural Studies

French

FECS 134a Women and Moralists in the Ancien Régime

[hum]
Open to all students. Conducted in English with readings in English translation.
Examines women's part in changing the literary, artistic, intellectual, and political culture of the 17th- and 18th-century French monarchy. Topics include salons and social mobility, learned ladies and renegade nuns, science and morality, and subverting authority. Usually offered every second year.
Last offered in the spring of 2002.
Ms. Harth

FECS 145a Topics in French Fiction in Translation

[wi hum]
Open to all students. Conducted in English with readings in English translation.
Power, Passion, Creativity in the French Novel. Major novels of the 19th and 20th centuries by Balzac, Stendhal, George Sand, Flaubert, Zola, and Proust reflect France's social and political upheavals. Topics include psychological analysis, revolution and class conflicts, male and female relationships, the creative process. Usually offered every second year.
Last offered in the spring of 2001.
Mr. Kaplan

FECS 157a Topics in French Film

[hum]
Open to all students. Conducted in English with readings in English translation. May be repeated for credit with special permission.
The topic for 2001-02: The New Wave. From the 1950s on, the innovations of the French New Wave have influenced film in France and abroad. Filmmakers to be studied include Godard, Chabrol, Melville, Rivette, Rohmer, Truffaut, and Varda. Usually offered every third year.
Last offered in the fall of 2001.
Ms. Harth

FECS 182b French Literature and Painting

[hum]
Open to all students. Conducted in English with readings in English translation.
Explores the interrelations between French painting and literature through selected texts and corresponding visual images of the 19th

and 20th centuries. Topics include Romanticism, Realism, Symbolism, Surrealism, Cubism. Usually offered every fourth year.
Last offered in the spring of 1998.
Ms. Hale

German

GECS 118a The German Tradition I: Lessing to Nietzsche

(formerly GECS 108a)
[hum]
Conducted in English. This course may not be repeated for credit by students who have taken GECS 108a in previous years.
Explores the dialectic of reason and the irrational from the late 18th century in Germany and Austria until their collapse in World War I. Works by Beethoven, Kant, Mendelssohn, Goethe, Lessing, Mozart, Heine, Novalis, Schopenhauer, Nietzsche, Thomas Mann, and others. Usually offered every third year.
Last offered in the fall of 2000.
Ms. von Mering

GECS 119b The German Tradition II: Nietzsche to Postmodern

(formerly 109b)
[hum]
Conducted in English. This course may not be repeated for credit by students who have taken GECS 109b in previous years.
Explores the dialectic of reason and the irrational from the late 19th century in Germany and Austria to the present. Works by Adorno, Benjamin, Brecht, Celan, Habermas, Heidegger, Jünger, Kiefer, Thomas and Heinrich Mann, Nietzsche, Schoenberg, Spengler, and Expressionist painting and film. Usually offered every second year.
Last offered in the spring of 2001.
Mr. Dowden

GECS 150a From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture

[hum]
Conducted in English.
Exploring German cultural representations of women and real women's responses. From fairy-tale princess to Nazi filmmaker, from 18th-century infanticide to 20th-century femme fatale, from beautiful soul to feminist dramatist, from revolutionary to minority writer. Readings include major literary works, feminist criticism, and film. Usually offered every third year.
Will be offered in the fall of 2002.
Ms. von Mering

GECS 167a German Cinema

[hum]

Conducted in English. This course may not be repeated for credit by students who have taken *GECS 165a* in fall of 2001.

From silent film to Leni Riefenstahl and Nazi cinema, from post-war cinema in East and West to New German film after unification, this course traces aesthetic strategies, reflections on history, memory, subjectivity, political, cultural, and film-historical contexts. Usually offered every second year. Will be offered in the fall of 2003.

Ms. Von Mering

GECS 170a Viennese Modernism 1890-1938

[hum]

Conducted in English. Enrollment limited to 20.

An interdisciplinary exploration of cultural and intellectual life in Vienna from the end of the Habsburg era to the rise of Nazism: film, music, painting, theater, fiction, philosophy, psychology, and physics. Works by Berg, Broch, Canetti, Freud, Hofmannsthal, Klimt, Kraus, Mach, Mahler, Musil, Schoenberg, Webern, Wittgenstein, and others. Usually offered every fourth year. Last offered in the fall of 2001.

Mr. Dowden

GECS 180b European Modernism and the German Novel

[hum]

Conducted in English.

A study of selected novelists writing after Nietzsche and before the end of World War II. This course will explore the culture, concept, and the development of European modernism in works by Broch, Canetti, Döblin, Jünger, Kafka, Mann, Musil, Rilke, and Roth. Usually offered every second year. Last offered in the spring of 2002.

Mr. Dowden

GECS 185b German Fiction after 1945

[hum]

Explores the postmodernist rejection of the German tradition in fiction after the Second World War, a many-faceted confrontation with German history and organized amnesia that has continued into the present. Works by Koepfen, Grass, Johnson, Bernhard, Handke, Bachmann, Seghers, Trischel, Sebald, and others. Usually offered every year. Will be offered in the spring of 2003.

Mr. Dowden

Italian**IECS 135a Shifting Grounds: Social Change in Italian Fiction and Film**

[hum]

Open to all students. Conducted in English with readings in English translation.

Charts various aspects of social change in Italian society and culture through close readings and discussions of literary and cinematic texts by Manzoni, Verga, Pirandello, Silone, Morante, Calvino, Rossellini, de Sica, Fellini, Pasolini, and Bertolucci, among others. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Mandrell

IECS 140a Dante's Divine Comedy

[hum]

Open to all students. Conducted in English with readings in English translation.

A close study of the entire poem—*Inferno*, *Purgatorio*, *Paradiso*—as a symbolic vision of reality reflecting the culture and thought—political, philosophical, theological—of the Middle Ages. Readings will include two minor works, the *Vita Nuova* and *World Government*. Usually offered every second year. Last offered in the fall of 2001.

Mr. Lansing

IECS 150a Jewish Identity and Italian Culture

[hum]

Aims to discuss Jewish identity in contemporary Italian culture and provide an overview of the formation and transformation of the Jewish Italian community. Students read prose, poetry, essays, and articles, as well as view films that address issues of religious and national identity. Authors include Giorgio Bassani, Primo Levi, Rosetta Loy, among others. Special one-time offering. Will be offered in the spring of 2003.

Mr. Parussa

Russian**RECS 130a Nineteenth-Century Russian Literature**

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

A comprehensive survey of the major writers and themes of the 19th century including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and others. Usually offered every second year. Last offered in the fall of 2001.

Staff

RECS 131a Twentieth-Century Russian Literature

[hum]

A comprehensive survey of the major works and authors of the Soviet and post-soviet eras. Readings include works by Bulgakov, Pasternak, Akhmatova, Solzhenitsyn, and Terts. The final portion of the course considers literature emerging in the post-Soviet era. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Swensen

RECS 134b Chekhov

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Offers a detailed investigation of the evolution of Chekhov's art, emphasizing the thematic and structural aspects of Chekhov's works. Attention paid to methods of characterization, use of detail, narrative technique, and the roles into which he casts his audience. Usually offered every third year. Last offered in the fall of 2000.

Ms. Miller

RECS 135a The Short Story in Russia

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Focuses on the great tradition of the short story in Russia. This genre has always invited stylistic and narrative experimentation, as well as being a vehicle for the striking, if brief expression of complex social, religious, and philosophical themes. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Miller

RECS 137a Women in Russian Literature

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Examines questions of female representation and identity, and of female authorship. Readings include portrayals of women by male and female authors. Usually offered every second year. Last offered in the spring of 2002.

Ms. Miller

RECS 143b History of Russian and Soviet Film

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

A history of the development of Russian/Soviet film from the 1890s to the present. The course is conducted as a lecture course, but with considerable emphasis on the viewing and critique of many of the films discussed, in whole, or in some instances in part. Usually offered every third year. Last offered in the spring of 1999.

Ms. Miller

RECS 146a Dostoevsky

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

A comprehensive survey of Dostoevsky's life and works, with special emphasis on the major novels. Usually offered every third year. Last offered in the spring of 1999.

Ms. Miller

RECS 147b Tolstoy

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Studies the major short stories and novels of Leo Tolstoy against the backdrop of 19th-century history and with reference to 20th-century critical theory. Usually offered every second year. Last offered in the fall of 2000.

Mr. Swensen

RECS 148a Russian Drama

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation. This course may not be repeated for credit by students who have taken *RUS 148a* and *RUS 148b* in previous years.

Examines the rich tradition of Russian drama and theater. Readings will include works from the 19th and 20th centuries with concentrated study of Chekhov and works by Pushkin, Gogol, Gorky, Mayakovsky, and others. Usually offered every second year. Last offered in the fall of 2001.
Mr. Swensen

RECS 149b Russian Literature, Art, Film, and Theater 1900-30

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Focuses on the three decades from 1900 to 1930 and their various artistic movements as reflected in literature, painting, and theater. Explores the interrelationships between artistic movements and the political scene. Usually offered every second year. Last offered in the spring of 2002.
Staff

RECS 154a Nabokov

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

A concentrated study of Vladimir Nabokov, the most noted Russian author living in emigration and one of the most influential novelists of the 20th century. Study focuses on the novels, but readings will also include lectures and autobiography. Usually offered every second year. Last offered in the spring of 2001.

Mr. Swensen

RECS 155a From Witches to Wood Spirits: Russian Culture to 1800

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Explores the relationship of culture to society and religion in Russia through the 18th century. Examines the interactions of diverse forms of artistic expression, presenting examples from visual art, music, architecture, and popular culture, giving special attention to Russia's rich folk heritage. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Chevalier

Spanish

SECS 150a Golden Age Drama and Society

[hum]

Open to all students. Conducted in English with readings in English translation.

The major works, comic and tragic, of Spain's 17th-century dramatists. We will consider Cervantes's brief witty farces; Tirso's creation of the "Don Juan" myth; Lope's palace and "peasant honor" plays; and Calderón's Baroque masterpieces, which culminate Spain's Golden Age. Usually offered every second year. Last offered in the spring of 2001.

Ms. Fox

SECS 169a Travel Writing and the Americas: Columbus's Legacy

[hum]

Open to all students. Conducted in English with readings in English translation.

The course's purpose is to familiarize the student with the vicissitudes of the figure of Christopher Columbus, in literature, selected historiographical works, and those texts that have come down to us as his. Usually offered every third year. Last offered in the fall of 2000.

Ms. Pérez

A Selected List of Courses

For comparative literature, consult the comparative literature offerings in this Bulletin; for English literature, consult the offerings under the Department of English and American Literature.

The following courses from the various departments associated with ECS represent, in most instances, a mere selection from among the total courses in that department that "count" toward the completion of the ECS major. For full descriptions consult the appropriate department. Be sure to consult the offerings under the Department of Theater Arts for ECS courses although they are not cross-listed. Check with the coordinator for a listing.

Fine Arts

FA 58b

High and Late Renaissance in Italy

FA 60a

Baroque in Italy and Spain

FA 70a

Paris/New York: Revolutions of Modernism

FA 71a

Modern Art and Modern Culture

FA 170b

Nineteenth-Century European Painting and Sculpture

History

HIST 52b

Europe from 1789 to the Present

HIST 132a

European Thought and Culture: Marlowe to Mill

HIST 132b

European Thought and Culture since Darwin

History of Ideas

HOID 101a

Thinking About Ethics with Socracies

HOID 108a

Greek and Roman Ethics: from Plato to the Stoics

HOID 120a

Immorality, Its Sources, Varieties and Attractions

HOID 127a

Seminar in the History of Ideas: Case Studies

Music

MUS 42a

The Music of Johann Sebastian Bach

MUS 43a

Mozart and Eros

MUS 45a

Beethoven

MUS 56b

Romanticism and Music

MUS 57a

Music and Culture: From Romanticism to the Modern Era

MUS 65a

The Music, the Arts, and Ideas in Fin-de-Siècle Vienna

Philosophy

PHIL 113b

Aesthetics: Painting, Photography, and Film

PHIL 138a

Metaphysics

Politics

POL 11b

Introduction to Comparative Government: Europe

POL 156b

West European Political Systems

POL 181b

Red Flags/Black Flags: Marxism vs. Anarchism, 1845-1968

POL 194a

Politics and the Novel

Sociology

SOC 2a

Introduction to Sociological Theory

SOC 141a

Marx and Freud

SOC 164a

Existential Sociology

An interdepartmental program

Film Studies

Courses of Study:
Minor

Objectives

Film Studies is an interdisciplinary liberal arts program offering insight into motion picture media. Broadly understood to encompass inquiry into the aesthetics, history, and cultural meanings of the moving image, the Film Studies Program has two primary goals: to offer an informed background in motion picture history and to develop a critical appreciation of the cultural meanings of film. It is not a preprofessional program emphasizing technical skills but a humanities-based course of study stressing inquiry into film style and content, film history, and the relationships between film and culture.

The curriculum is designed to provide a broad overview of the history of the moving image, to develop expertise in cinematic style and cultural meaning, to lend theoretical sophistication to an understanding of the moving image, and to ensure some appreciation of the practical and technical side of motion picture

production. A field especially congenial to interdisciplinary inquiry, film studies is a practical complement to a range of established majors for which an expertise in visual style and motion picture history is becoming ever more important—American studies, English and American literature, fine arts, history, politics, sociology, and theater arts.

How to Become a Program Member (Minor)

The program is open to all Brandeis undergraduates. To enroll in the program, consult with a member of the film studies committee and fill out declaration forms from the Office of Academic Affairs. Students who complete the requirements of the program receive film studies certificates and notations on their transcripts.

Committee

Thomas Doherty, Chair
(American Studies)

Pamela Allara
(Fine Arts)

Eric Chasalow
(Music)

Sylvia Fishman
(Near Eastern and Judaic Studies)

Erica Harth
(Romance and Comparative Literature)

James Mandrell
(Romance and Comparative Literature)

Laura Quinney
(English and American Literature)

Requirements for the Program

Students must complete six courses:

A. Core course: FILM 100a (Introduction to the Moving Image).

B. An approved film studies seminar or research project usually taken in the senior year. The senior seminar or research project, which requires permission of the instructor, is designed to function

as a capstone experience to the Film Studies Program, an occasion to demonstrate a sophisticated mastery of the history, style, and cultural impact of the moving image.

C. Four additional courses from the approved film studies curriculum, which must include one course in a non-American cinema and one course in some creative aspect of film production.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

FILM 92a Internship in Film Studies
Signature of the instructor required.
Usually offered every year.
Staff

FILM 92b Internship in Film Studies
Signature of the instructor required.
Usually offered every year.
Staff

FILM 98a Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

FILM 98b Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

FILM 100a Introduction to the Moving Image [ca hum]
An interdisciplinary course surveying the history of moving image media from 1895 to the present, from the earliest silent cinema to the age of the 500-channel cable television. Open to all undergraduates as an elective, it is the introductory course for the Film Studies Program (Minor). Usually offered every year. Will be offered in the fall of 2002.
Ms. Allara

Electives

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

AMST 111a
Images of the American West in Film and Culture

AMST 112b
American Film and Culture of the 1950s

AMST 113a
American Film and Culture of the 1940s

AMST 113b
American Film and Culture of the 1930s

AMST 114a
American Film and Culture of the 1920s

AMST 130b
Television and American Culture

AMST 131b
News on Screen

ANTH 26a
Communication and Media

COML 135b
Sexualities and Cinema

ENG 147a
Film Noir

NEJS 190b
Jews on Screen

NEJS 191b
Jewish Life in Film and Fiction

NEJS 194b
Film and the Holocaust

SOC 116a
Sociology on Film

THA 155a
Icons of Masculinity

Courses in Non-American Cinema

FECS 157a
Topics in French Film

GECS 165a
German Film in Cultural Context

GECS 166b
Dreams and Nightmares: The Third Reich on Film

GECS 167a
German Cinema

HBRW 104a
Israeli Films

RECS 149b
Twentieth-Century Russian Literature, Art, Film, and Theater

SECS 183a
Spanish Fictions and Films of Modern Life

Courses in Creative Aspects of Film Production

AMST 196d
Film Workshop: Recording America

MUS 107a
Introduction to Electro-Acoustic Music

THA 50b
Sound for Theater, Film, and Television

THA 52b
Fundamentals of Lighting

Senior Seminars

AMST 120b
Film Theory and Criticism

COML 195a
Feminism and Film

FA 102a
American Avant-Garde Film and Video

Department of Fine Arts

Courses of Study:
Minor
Major (B.A.)
Post-Baccalaureate Program

Objectives

Undergraduate Major

The fine arts department offers programs in studio art and art history for the undergraduate student who wishes to study the visual arts as a creative artist or as a humanist.

Art History

Art is the visual record of human history (and the expression of our finest aspirations). The history of art is a discipline that critically examines that record and achievement in the broadest cultural and intellectual context. The art history program offers a wide array of courses. Some courses provide a survey of major developments in Western and Asian art, while others examine in greater detail major themes or movements in art (such as Impressionism and Post-Impressionism, the Age of Cathedrals, and the History of Photography). Students are able to complement these offerings by taking advantage of the proximity of the Rose Art Museum and the wealth of other art museums and cultural institutions in the surrounding area. This comprehensive program exemplifies the ideals of a liberal arts education and thereby enhances any individual course of study. It also prepares students to enter graduate programs in art history, museum studies, and arts administration, or to begin careers in the arts.

Studio

Art is a language of its own making and as such, a student is educated in visual thinking and creativity through the fundamental process of direct experience. The studio department offers diverse approaches in painting, sculpture, printmaking, design, and drawing. The studio program fosters a student's ability to make an informed judgment and it is supplemented through a distinguished visiting artist program, a strong pedagogical link with the Rose Art Museum, and trips to important museums and galleries in New York City, Washington, D.C., and the Boston area. Through the core of studio classes the student is able to realize, with excellence, his or her potential for expression and informed vision. Studio is an appropriate vehicle for an intellectual experience within the liberal arts context, and students are assisted in the preparation for B.F.A. and M.F.A. graduate programs.

Post-Baccalaureate Program in Studio Art

The fine arts department offers a post-baccalaureate certificate program for students with a bachelor's degree who are interested in extending their experience in studio art. The program's structure emphasizes independent work with assistance achieved through critical interaction with faculty and visiting artists. Students can prepare portfolios for admission to graduate school, or achieve the self-sufficiency necessary for continued studio work outside an academic environment.

Mortimer-Hays Brandeis Traveling Fellowship

The department administers the Mortimer-Hays Brandeis Traveling Fellowship, which provides support to students in the visual and fine arts, including art history, conservation, studio art, and photography for travel and living expenses outside the continental United States, Alaska, and Hawaii. Support is provided only in accordance with a program of study or other activities approved by the fellowship selection committee. Brandeis is one of ten colleges and universities that participate in this program.

How to Become a Major

Art History

The art history major is offered a variety of courses in ancient to contemporary Western art and Asian art. The student may specialize in a given area and choose a faculty advisor who will guide his or her work. The Honors Program in art history requires the completion of a Senior Thesis written under the close supervision of an advisor and a faculty committee. In addition to the courses given at Brandeis, the art history major may enroll in special seminars given by the staff of the Museum of Fine Arts, Boston. These courses range from Egyptian art to American landscape painting to the preservation and scientific examination of works of art and all of them involve contact with art objects in the Museum's world-famous collection. Students may also receive academic credit for internships taken in off-campus museums and art galleries.

Minor in Art History

A minor in art history is offered in addition to the major. This gives the student majoring in another department the opportunity to flexibly construct a program of six art history courses that reflect his or her own personal or academic interests.

Studio

It is recommended that students considering a studio art major enroll in a beginning painting or sculpture course in their sophomore year to allow time to develop their work in a sequence of courses taken over a period of three years. Studio majors are expected to take art history classes as an important component of their major requirement and to deepen their creative experience. Majors are encouraged to extend their intellectual and creative involvement through summer art programs and participation in full studio faculty reviews of their work during sophomore, junior, and senior years.

How to Be Admitted to the Post-Baccalaureate Program

An undergraduate major in studio art is **not** required of applicants, but students should be working beyond the beginning level in painting or sculpture. Applicants will be required to submit a group of slides of their work. GMAT or GRE scores are **not** required. [For more information applicants should contact the fine arts department.]

Faculty

Charles McClendon, Chair (Spring 2003)
Medieval art and architecture.

Nancy Scott, Chair (Fall 2002), Undergraduate Advising Head, Art History (Spring 2003)
Late 18th-, 19th-, and 20th-century European and American art, from the French Revolution to World War II.

Pamela Allara
Modern and contemporary European and American art. History of photography. Film history. Women's art history.

Gerald Bernstein
American art and architecture.

Melissa Brown
Printmaking.

Graham Campbell
Painting.

James O. Clark
Painting.

Trevor Fairbrother
Contemporary art.

Alfredo Gisholt
Painting.

Tory Fair
Sculpture.

Susan Lichtman
Painting.

Richard Ryan
Sculpture.

Carl Scholz
Sculpture.

Jonathan Unglaub
Renaissance and Baroque art.

Joseph Wardwell, Post-Baccalaureate Coordinator
Drawing and painting.

Aida-Yuen Wong, Undergraduate Advising Head, Art History (Fall 2002)
Asian art.

Nadine Zanow, Undergraduate Advising Head, Studio Art
Painting.

Requirements for the Major

Students may major in either studio art or art history. A minimum of 12 semester courses is required to fulfill each major. Students may also double major in studio art and art history if the requirements of each major are fully met.

Studio Art

Studio majors are required to take:

A. Any two of the following courses: FA 1a, 1b, 3a, 3b, 4a, 4b; FA 103a, FA 103b, FA 106a in any combination.

B. FA 110d (Senior Studio).

C. Four additional semesters of studio electives.

D. Four semesters of art history, from among the Fine Arts and cross-listed courses, consisting of one course in ancient or medieval art, one course in Asian art, and two courses in Renaissance to Modern art. Studio majors may take either FA 76a or FILM 100a for an elective, but not both.

Art History

Art history curriculum general requirements: 10 required courses from among the FA and cross-listed course offerings, plus two electives.

A. FA 17a or one course each in ancient and medieval. Students who take FA 17a must take one additional elective from the Fine Arts and cross-listed courses to fulfill 10 required courses.

B. FA 18b plus two electives in Renaissance through Modern or three courses selected from the following four fields: Renaissance, Baroque, Modern, and Architecture/American.

C. One course in Asian art.

D. FA 197b (Seminar in Methods and Approaches in the History of Art).

E. One research seminar or independent study in art history (FA 98b).

F. Two semesters of studio work.

G. The remaining elective courses may be selected from other art history (not studio art) and cross-listed offerings for this department, or with permission of the faculty advisor and the art history undergraduate advising head, courses may be taken in related areas outside of the department.

Prospective graduate students in the history of art are advised to acquire skills in foreign languages, which are necessary for graduate study.

Studio

The studio faculty has developed the studio courses listed in the catalog in the belief that the artist-teacher stands at the center of the syllabus of the studio courses. Their presentation is structured through interaction with the individual student. In the best interest of the students' development it is advised that they utilize all the studio faculty, so as to enrich their educational experience through the diverse offerings of the department. In the event that a student wishes to enter a full-year course at mid-year and feels that work previously accomplished evidences a competency that is equivalent or superior to that course, the student may request that his or her work be viewed by the instructor. Enrollment prerequisite is the consent of the instructor.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

Studio

All studio courses are semester classes with the exception of 107d, 108d, 110d, 111d, and 112d, which are full-year classes.

FA 1a Elements of Design in Art I

[ca]
Enrollment limited to 20. Beginning-level course. Preference to first-year students and sophomores. Studio fee: \$30 per semester. Color: An exploration of color as subject and content in art. This is a beginning-level practical studio course. Usually offered every year. Will be offered in the fall of 2002.
Mr. Wardwell

FA 1b Elements of Design in Art II

[ca]
Enrollment limited to 20. Beginning-level course. Preference to first-year students and sophomores. Studio fee: \$30 per semester. The theoretical and visual study of pictorial form in non-representational drawing. This is a beginning-level practical studio course. Usually offered every year. Last offered in the fall of 2001.
Ms. Fair

FA 3a Introduction to Drawing I

[ca]
Enrollment limited to 20. Beginning-level course. No previous drawing experience necessary. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$20 per semester. Introduces students to theories of visual art through the practice of drawing. Translation of perceptual experience into pictorial language is fundamental to this course. Students may draw from still-life situations, from landscape and architectural spaces, and from the human figure. Offered every year in multiple sections. Will be offered in the fall of 2002.
Ms. Lichtman, Mr. Wardwell, Ms. Zanow, and Ms. Brown

FA 3b Introduction to Drawing II

[ca]
Enrollment limited to 20. Beginning-level course. No previous drawing experience necessary. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$20 per semester. See FA 3a for course description. Offered every year in multiple sections. Will be offered in the spring of 2003.
Ms. Brown, Ms. Lichtman, Ms. Zanow, and Ms. Brown

Requirements for the Minor in the History of Art

Six courses are required in art history:

- A. One must be taken in pre-Renaissance or Asian art history.
- B. Five additional art history courses.

No more than two courses taken in programs abroad, or as transfer credit, can be counted toward the minor.

To fulfill the minor, all courses must receive a final grade of C- or better, and no more than one course in the sequence may be taken Pass/Fail. Studio courses are not considered part of the art history minor.

Requirements for the Post-Baccalaureate Program in Studio Art

A. Students enroll in two courses each semester:

- 1. FA 200d: A studio tutorial with faculty advisors.
- 2. One advanced course in drawing, printmaking, or sculpture.

B. Students receive a full studio faculty review of their work mid-year and at the end of the academic year. The Post-Baccalaureate Program culminates in a special student exhibition in a gallery on campus.

C. There is a one-year residency requirement that may be extended to an additional year with permission of the program chair.

FA 4a Three-Dimensional Design I

[ca]
Enrollment limited to 20. Beginning-level course. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$25. Exploration of three-dimensional aspects of form, space, and composition utilizing a variety of materials and sculptural techniques. Emphasizes students' inventing images through the use of modern materials and contemporary ideas about sculpture. Assignments are based on abstract thought and problem-solving. The intent of this course is to give students a rich studio experience and promote a fresh and meaningful approach to visual concepts. Usually offered every semester. Will be offered in the fall of 2002.
Ms. Fair, Mr. Scholz and Mr. Clark

FA 4b Three-Dimensional Design II

[ca]
Enrollment limited to 20. Beginning-level course. Preference to first-year students and sophomores. May be repeated once for credit if taught by different instructors. Studio fee: \$25. See FA 4a for course description. Usually offered every semester. Last offered in the spring of 2002.
Mr. Scholz and Mr. Clark

FA 98a Independent Study in Studio Art

Prerequisites: Normally open only to studio majors in their junior and senior years. Appropriate prerequisites. As the number of times FA 98a may be taken is limited by department regulations, the interested student should consult the department studio advising head and his or her advisor. Signature of the instructor is required. Appropriate studio fees will be charged. Usually offered every year.
Staff

FA 99d Senior Research

Prerequisites: A grade point average in fine arts courses of 3.00. Interested studio students must take FA 98a in the fall semester of their senior year, in addition to FA 110d. At the beginning of the spring semester, students wishing to pursue Honors will have their artwork reviewed by studio faculty. Based on this review, eligible students will be given permission to enroll in FA 99d for the spring semester. Art history students petition at the beginning of their senior year. Signatures of the instructor and fine arts chair are required for enrollment. Appropriate studio fees will be charged for studio courses. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

FA 103a Intermediate Drawing I

[ca]

Prerequisite: Any introductory studio course or permission of the instructor. Signature of the instructor required. Studio fee per semester: \$20. Investigation of drawing issues. Basic training in various media and methods of visual articulation. Course may be repeated for one semester. Usually offered every year. Will be offered in the fall of 2002.
Ms. Fair

FA 103b Intermediate Drawing II

[ca]

Prerequisite: Any introductory studio course or permission of the instructor. Signature of the instructor required. Studio fee per semester: \$20. See FA 103a for course description. A continuation of FA 103a. Usually offered every year. Last offered in the spring of 2002.
Ms. Fair

FA 104a Advanced Drawing I

[ca]

Prerequisites: FA 103a and 103b or permission of the instructor. Signature of the instructor required. Studio fee per semester: \$15. Offers a wide range of experience in drawing. Perceptual and conceptual issues will be pursued, and students will be encouraged to concentrate on the more complex personal

and creative aspects of drawing. Course may be repeated for one semester. Usually offered every year. Will be offered in the fall of 2002.
Mr. Ryan

FA 104b Advanced Drawing II

[ca]

Prerequisites: FA 103a and 103b or permission of the instructor. Signature of the instructor required. Studio fee per semester: \$15. See 104a for course description. A continuation of FA 104a. Course may be repeated for one semester. Usually offered every year. Last offered in the spring of 2002.
Mr. Campbell

FA 106a Workshop in Printmaking: Intaglio

[ca]

Prerequisite: Either FA 1 or FA 3. May be repeated once for credit. Signature of the instructor required. Studio fee per semester: \$50. Students with experience in printmaking should enroll in Section 2 (Intermediate Printmaking) of this course. Exploration of various methods of intaglio printmaking. Usually offered every semester. Will be offered in the fall of 2002.
Ms. Brown

FA 107d Beginning Painting

[ca]

Signature of the instructor required. Studio fee per semester: \$40. Introduction to the basic language of painting and a thorough investigation of painting materials and methods. Usually offered every year. Will be offered in the fall of 2002.
Ms. Lichtman (Fall)
Staff (Spring)

FA 108d Intermediate Painting

[ca]

Prerequisite: FA 107d or permission of the instructor. Signature of the instructor required. Studio fee per semester: \$40. An intermediate-level painting course, emphasizing the plastic and formal means necessary to creating work that will become an increasingly personal statement. Usually offered every year. Will be offered in the fall of 2002.
Ms. Zanow

FA 110d Senior Studio

[ca]

Prerequisite: FA 108d, 112d, or permission of the instructor. Signature of the instructor required. Studio fee per semester: \$40. Heuristic in nature, this is a year-long course culminating in a final studio faculty review of the work produced. Review will take the form of an exhibition. Student work can be undertaken in sculpture or painting or a combination of both. Usually offered every year. Will be offered in the fall of 2002.
Messrs. Campbell, Clark, and Ryan

FA 111d Beginning Sculpture

[ca]

Prerequisite: FA 4a and FA 4b, or permission of the instructor. Beginning-level course. Preference to first-year students and sophomores. Studio fee per semester: \$50. A continuation of various ways of thinking about building sculpture through the use of materials. Assigned readings and museum visits required. Usually offered every year. Will be offered in the fall of 2002.
Ms. Fair

FA 112d Intermediate Sculpture

[ca]

Prerequisites: Both semesters of FA 111d or FA 4a and b. Signature of the instructor required. Studio fee per semester: \$50. Exploration of diverse sculptural concepts utilizing various materials and techniques. Emphasis on personal motivation and development. Usually offered every year. Will be offered in the fall of 2002.
Staff

FA 114a Intensive Studio: Painting

[ca]

Prerequisite: Students wishing to enroll should submit a slide portfolio of current work. Signature of the instructor required. Intensive studio course dedicated to developing a student's visual ideas as expressed in painting, supported by printmaking, and drawing. Daily instruction with full-time faculty and visiting artists, participation in individual and group critiques, workshops, lectures, and gallery and museum visits. Offered on an irregular basis.
Staff

FA 115a Intensive Studio: Sculpture

[ca]

Prerequisite: Students wishing to enroll should submit a slide portfolio of current work. Signature of the instructor required. Intensive studio course dedicated to developing a student's visual ideas as expressed in sculpture, supported by printmaking and drawing. Daily instruction with full-time faculty and visiting artists, participation in individual and group critiques, workshops, lectures, and gallery and museum visits. Offered on an irregular basis.
Staff

(1-99) Primarily for Undergraduate Students

Art History**FA 12a History of Asian Art**

[nw ca]

Enrollment limited to 60. A selective survey of the art of the three major Asian areas: India, China, and Japan. Usually offered every year. Will be offered in the fall of 2002.
Ms. Wong

FA 13b Buddhist Art

[nw ca]

Enrollment limited to 25.

The history of Buddhist art in India, China, and Japan, including Zen art. Usually offered every third year. Last offered in the fall of 2001.

Ms. Wong

FA 15b Arts of the Ming Dynasty

[nw ca]

Enrollment limited to 25.

Examines a broad array of arts from the Ming Dynasty (1368-1644). The first half of the course focuses on activities in and around the Chinese court. The second half concentrates on monuments related to literati and popular cultures. Usually offered every three years. Will be offered in the fall of 2002.

Ms. Wong

FA 17a History of Art I: From Antiquity to the Middle Ages

[ca]

Enrollment limited to 60.

A survey of major styles in architecture, sculpture, and painting from prehistoric times to the Gothic cathedral. Usually offered every year. Will be offered in the fall of 2002.

Mr. Unglaub

FA 18b History of Art II: From the Renaissance to the Modern Age

[ca]

Enrollment limited to 60. Open to first-year students and sophomores.

A study of the major styles in architecture, painting, and sculpture of the West from the Renaissance to the early 20th century. Usually offered every year. Will be offered in the spring of 2003.

Mr. Bernstein

FA 19b Lives of the Artists

[ca]

Enrollment limited to 35.

Integrates the study of works of art with the literature of artists' lives, which serves as the foundation to understanding the genesis of human creativity. Diverse historical periods and varying levels of fame will be reflected in the choice of artists to be studied. Usually offered every third year. Last offered in the spring of 2000.

Ms. Scott

FA 20b Introduction to Visual Culture

[ca]

Enrollment limited to 60.

Analyzes the visual culture in which we live, examining the tangible products of our mass culture and the media of advertising, television, and cyberspace. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Allara

FA 21b Survey of Western Architecture

[ca]

Enrollment limited to 60. Especially

recommended for first-year students, sophomores, and fine arts majors.

A historical survey of Western architecture from prehistoric times to the present. Traces the various stages of architectural development in Europe and America in a chronological format. Usually offered every third year. Last offered in the fall of 2000.

Mr. Bernstein

FA 22b History of Boston Architecture

[ca]

Enrollment limited to 60.

A survey of the history of Boston architecture and urban planning from the first settlement in 1630 to the contemporary city. The presentation will be chronological and divided into four sections: Colonial, Federal, Victorian, and Modern. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Bernstein

FA 24b Twentieth-Century and Contemporary Latin American Art

[nw ca]

Enrollment limited to 60.

This course is a selective survey of the outstanding figures and movements that have made significant contributions to the history of Latin American art. Special focus will be on Mexican, Puerto Rican, Argentinean, Guatemalan, and Cuban artists. Usually offered every third year. Last offered in the spring of 2001.

Staff

FA 40b The Formation of Jewish, Christian, and Islamic Art

[ca]

Enrollment limited to 15.

The origins and development of the synagogue, church, and mosque and related arts in the first millennium C.E. Emphasis on the debate among these three great religions about the proper form and function of art and architecture. Usually offered every second year. Will be offered in the spring of 2004.

Mr. McClendon

FA 41a Art and the Origins of Europe

[ca]

Enrollment limited to 30.

Architecture, sculpture, and painting in Eastern and Western Europe from the decline of the Roman Empire to the Crusades. Usually offered every second year. Will be offered in the spring of 2003.

Mr. McClendon

FA 42b The Age of Cathedrals

[ca]

Enrollment limited to 40.

Architecture, sculpture, and painting (including stained glass) in Western Europe from the 12th to the 15th century with particular attention to the great churches of medieval France. Usually offered every second year. Last offered in the spring of 2002.

Mr. McClendon

FA 43a The Art of Medieval England

[ca]

Enrollment limited to 40.

A survey of art and architecture from the end of the Roman Empire to the Renaissance. Particular concern for the synthesis of native and foreign cultures and their artistic styles, resulting from the barbarian invasions, the Norman conquest, and political rivalry with France. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. McClendon

FA 45a St. Peter's and the Vatican

[ca]

Enrollment limited to 60.

The history, growth, and development of Christendom's most famous shrine, with particular concern for the relationship between the design and decoration of the Renaissance/Baroque church and palace complex and their early Christian and medieval predecessors. Usually offered every year. Will be offered in the spring of 2003.

Mr. McClendon

FA 51a Art of the Early Renaissance in Italy

[ca]

Enrollment limited to 30.

Major painters, sculptors, and architects in Rome, Florence, and Venice from Masaccio to Leonardo da Vinci. Usually offered every second year. Last offered in the fall of 2001.

Mr. Unglaub

FA 54b Renaissance Art in Northern Europe

[ca]

Enrollment limited to 50.

A survey of the art of the Netherlands, Germany, and France in the 15th and 16th centuries. Cultural developments such as the invention of printing, the Protestant Reformation, and the practice of alchemy and witchcraft will be considered through the work of major artists. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Unglaub

FA 58b High and Late Renaissance in Italy

[ca]

Enrollment limited to 50.

A study of 16th-century painting, sculpture, and architecture from Leonardo da Vinci to Tintoretto. Usually offered every year. Last offered in the spring of 2002.

Mr. Unglaub

FA 60a Baroque in Italy and Spain

[ca]

Enrollment limited to 60.

The artistic spectacle of Papal Rome and Hapsburg Spain is explored. The works of Caravaggio, Bernini, and Velazquez capture the contradictions of the age: sensuality/spirituality, ecstasy/piety, degradation/deliverance, realism/idealism, exuberance/restraint, and statecraft/propaganda. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Unglaub

FA 61b Inventing Tradition: Women as Artists, Women as Art

[ca]

Enrollment limited to 60.

The role of women in the history of art, as creators of art, and as the subject of it. Issues of gender and representation will be discussed, using the lives and art of women from the Renaissance to contemporary art. Usually offered every third year. Last offered in the spring of 2000.
Ms. Allara

FA 70a Paris/New York: Revolutions of Modernism

[ca]

Enrollment limited to 50.

A chronological survey of painting and sculpture from the French Revolution to World War II. Emphasis on the rise of modernism with Manet and the Impressionists, Picasso and the language of Cubism, and the Abstract Expressionist generation in America. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Scott

FA 71a Modern Art and Modern Culture

[ca]

Enrollment limited to 50.

A thematic study of the modernism in 20th-century painting and sculpture, emphasizing three trends: primitivism, spiritualism, and the redefinition of reality. Individual artists and art movements will be examined in the context of literature, politics, and aesthetic theory. Artists include Picasso, Matisse, Kandinsky, and Duchamp. Usually offered every second year. Last offered in the fall of 2001.
Ms. Allara

FA 75a High Art/Low Art: Modern Art and Popular Culture

[ca]

Enrollment limited to 50.

Examines the relationship between high, or elite, culture and popular culture in the 20th century. How have major modernist movements such as Impressionism, Cubism, and Pop Art been influenced by mass culture? What happens to traditional definitions of art in the age of mass communication? Topics include caricature, comics, advertising, and "the image world" of film and television. Usually offered every second year. Will be offered in the fall of 2003.
Ms. Allara

FA 76b History of Photography

[ca]

Enrollment limited to 60.

The history of photography from its invention in 1839 to the present, with an emphasis on developments in America. Photography is studied as a documentary and as an artistic medium. Topics include Alfred Stieglitz and the photo-secession, Depression-era documentary, Robert Frank and street photography, and post-modern photography. Usually offered every second year. Last offered in the spring of 2002.
Ms. Allara

Seminars in the Boston Museum of Fine Arts

The following seminars are offered by the curators of the Museum of Fine Arts to a few selected graduate and undergraduate students of Boston University, Brandeis University, Boston College, Tufts University, and Wellesley College.

FA 80a The Art and Private Lives of the Greeks and Romans

[ca]

Restricted to students with majors in fine arts. Enrollment limited at the discretion of the fine arts chair and the instructor. Signature of department chair required. Interested students are required to consult the fine arts chair in regard to this course. Explores art and architecture relating to the private lives of ancient Greeks and Romans, including houses, baths, mosaics, wall paintings, statuary, and jewelry from the Classical Greek through the late Roman periods. A focus will be study of objects in the MFA collections that illuminate such subjects as the lives of women and children, sports and games, weights and measures, personal adornment and hygiene (medicine), sexual practices, and magic and superstitions. Whenever possible, these objects will be considered within their particular cultural contexts. Also surveys the major archaeological sites (e.g. Pella, Delos, Pompeii, Antioch) related to private life. Familiarity with art history or the classics is recommended. Will be offered in the fall of 2002.
Ms. Kondoleon

FA 80b Gainsborough and English Painting of the Eighteenth Century

[ca]

See FA 80a for restrictions and necessary signatures.

In anticipation of the major Thomas Gainsborough exhibition in the summer of 2003, this seminar will address the art of Gainsborough within the context of English painting of the 18th and early 19th centuries. The core of the seminar will be study of examples of English painting from Hogarth to Turner in the rich collections of the Museum of Fine Arts, Boston. In addition, the class will visit a range of museum departments to explore exhibition strategy and installation, the scientific examination and conservation of 18th-century paintings on canvas, and contemporary developments in the graphic arts. Begins with the culture of the later Georgian era as we read a novel from the period and consider various approaches to biography. Study of current research methods in art history prepares students for independent investigations of English paintings in the museum's collections. Will be offered in the spring of 2003.
Mr. Ilchman

FA 84a Egypt Lost and Found: Boston and the Genesis of American Egyptology

[ca]

See FA 80a for restrictions and necessary signatures.

The MFA's Egyptian collection is one of the largest and most comprehensive in the world. This course examines how it got that way. Topics include Napoleon's Egyptian campaign of 1798, the decipherment of the Rosetta Stone and its aftermath, the great ages of exploration and collecting, the beginnings of American interest in Egyptology (with special attention to Boston), and the various stages in the formation of the Museum of Fine Arts, Boston's collection—including its 40 years of excavation in Egypt and the Sudan. Works of Egyptian art in the museum is studied in detail, and the rationale behind the installations of these objects is explored. Will be offered in the fall of 2002.
Mr. Berman

FA 85b The Preservation and Scientific Examination of Works of Art

[ca]

See FA 80a for restrictions and necessary signatures.

The technical examination and preservation of works of art will be explored through lectures, demonstrations, and readings that are primarily organized by material or class of artifact (such as stone, metal, ceramics and glass, textiles, works of art on paper, paintings, wood, furniture, and modern materials including plastics). Focuses on the work of art as the source of information about the materials and techniques of artists and craftsmen, how these materials interact with their environment, and what measures may be taken to preserve them. Examination techniques and analytical equipment currently used for research are discussed throughout the course. Will be offered in the spring of 2003.
Mr. Newman and Staff

FA 92a and b Internship and Analysis

Signature of the department chair required.

Students may apply in the spring semester for internships, of one- and two-semester commitment, for the following academic year at the Rose Art Museum. Focus may center in the areas of Education, registrar, or curatorial work. All student applications must be endorsed by a faculty recommendation. The Rose Art Museum staff interviews and decides upon the interns. Usually offered every semester.
Staff

FA 98b Independent Study in Art History

Prerequisites: Normally open only to art history majors in their junior and senior years. As the number of times FA 98b may be taken is limited by department regulations, the interested student should consult the art history advising head and his or her advisor. Signature of the instructor is required. Usually offered every year.
Staff

FA 99d Senior Research

See FA 99d listing under studio section for special notes and course description. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

FA 102a American Avant-Garde Film and Video [ca]

Prerequisite: FILM 100a. *Enrollment limited to 20.*

The tradition of independent film and video art in the United States from 1920 to the present. Artists include Maya Deren, Stan Brakhage, Bill Viola, and Yvonne Rainer. Usually offered every second year. Last offered in the spring of 2002.
Ms. Allara

FA 120a Modern Architecture [ca]

Enrollment limited to 60.
Survey of 19th- and 20th-century architecture. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Bernstein

FA 121a Contemporary Architecture [ca]

Enrollment limited to 60.
A study of stylistic and technological developments in post-World War II architecture. Usually offered every second year. Last offered in the fall of 2001.
Mr. Bernstein

FA 123a American Painting [ca]

Enrollment limited to 60.
A survey of American painting from the colonial period to the present. Usually offered every third year. Last offered in the fall of 2001.
Mr. Bernstein

FA 130a Twentieth-Century American Art [ca]

Enrollment limited to 60.
A chronological survey of American art from 1900 to 1990. Movements studied include social realism, abstract expressionism, and pop art. Usually offered every third year. Last offered in the spring of 2000.
Ms. Allara

FA 170b Nineteenth-Century European Painting and Sculpture [ca]

Enrollment limited to 30.
A survey of movements in painting and sculpture from the French Revolution through the periods of Romanticism, Realism, and Impressionism. Usually offered every second year. Last offered in the fall of 2001.
Ms. Scott

FA 171a Impressionism: Avant-Garde Rebellion in Context [ca]

Enrollment limited to 30.
Focuses on the major artists from the period 1863-86, from the time of Manet and the Salon des Refusés, through the eight group exhibitions of Monet, Renoir, Degas, Cézanne, Pissarro, Morisot, and Cassatt and company. The antithesis of Impressionism, its academic rivals, the backdrop of the sociopolitical context, the Second Empire, and the Third Republic, will be provided, as well as the roots of the movement's dissolution. Offered every third year. Last offered in the spring of 2002.
Ms. Scott

FA 171b Contemporary Painting and Sculpture [ca]

Signature of the instructor required.
Developments in painting and sculpture since World War II, with emphasis on American art. Consideration of major trends of the period, including Abstract Expressionism, Pop Art, Minimalism, Color Field Painting, and Realism. Usually offered every third year. Last offered in the spring of 2000.
Staff

FA 172a History of Modern Sculpture: Statue, Structure, and Site [ca]

Signature of the instructor required.
Charts the development of sculpture for 19th century practice, best exemplified by the work of Auguste Rodin, to the conceptual art projects of contemporary times. Focus is on monumental sculpture, especially expressions of public art from statue to structure, up to site (environmental art and earthworks) and installation art. Usually offered every third year. Will be offered in the fall of 2003.
Ms. Scott

FA 173a Georgia O'Keeffe and Stieglitz Circle [ca]

Enrollment limited to 15.
The focus of this lecture course will be the art of Georgia O'Keeffe, her stylistic evolution, sources, and collaboration with contemporaries, especially Stieglitz, Strand, Dove, Demuth, Marin, and Hartley. Their collective aesthetic aspirations will be set against early 20th-century Modernism and important recent trends from Europe. Usually offered every second year. Last offered in the fall of 2001.
Ms. Scott

FA 173b Picasso and Matisse [ca]

Enrollment limited to 15.
Examines the major contributions of all periods of Picasso's career, with special focus on the development of Cubism, counterbalanced with the color expression of Matisse and Fauves. The larger circle of artists, poets, and patrons associated with both these masters—from Juan Gris, Fernand Leger, and especially Georges Braque to Gertrude Stein and Guillaume Apollinaire—forms the core subject matter. Usually offered every second year. Will be offered in the spring of 2003.
Ms. Scott

FA 174b Post-Impressionism and Symbolism 1880-1910 [ca]

Enrollment limited to 40.
The course curriculum will cover Post-Impressionist artists, Seurat, Cézanne, Van Gogh, and Gauguin and more broadly, Symbolist trends, Expressionism, and *art nouveau* at the end of the 19th century. These trends will be followed through chronologically to the early 20th century in the art of Matisse and the Fauves, and in German Expressionism. Usually offered every fourth year. Last offered in the spring of 2000.
Ms. Scott

FA 175b Duchamp to Deconstruction [ca]

Prerequisite: FA 18b. *Enrollment limited to 20.*
The Modernist roots of Postmodernism in the visual arts and art criticism. The art and writings of Dada and Surrealist artists such as Duchamp and Magritte, the criticism of Barthes, Foucault, and Derrida, and postmodern American artists such as Warhol, Sherman, and Koons are linked. Usually offered every third year. Will be offered in the fall of 2002.
Ms. Allara

FA 181b The Art of Japan [nw ca]

Enrollment limited to 60.
A survey of Japanese traditional arts, including Buddhist art, screen and scroll paintings, and Japanese prints. One aim of this course is to define Japanese taste in the arts. Usually offered every second year. Last offered in the spring of 2002.
Ms. Wong

FA 182a The Art of China [nw ca]

Enrollment limited to 60.
A survey of Chinese art from antiquity to the Ch'ing dynasty. Usually offered every second year. Will be offered in the spring of 2003.
Ms. Wong

FA 184a Studies in Asian Art [nw ca]

Usually offered every third year. Will be offered in the spring of 2003.
Ms. Wong

FA 191b Studies in Renaissance and Baroque Art

[ca]

Signature of the instructor required.
Usually offered every third year. Will be offered in the spring of 2003.
Mr. Unglaub

FA 192a Studies in Modern Art

[ca]

Topics may vary from year to year and the course may be repeated for credit. Signature of the instructor required.

An undergraduate seminar, open to concentrators and minors, that analyzes artists, stylistic movements, and the cultural and social background of various artistic periods from the 19th and 20th centuries. Usually offered every second year. Last offered in the fall of 2001.
Staff

FA 194b Studies in American Art

[ca]

Signature of the instructor required.
Usually offered every third year. Last offered in the spring of 2000.
Mr. Bernstein

FA 195a The Languages of Paint: Work since 1970

[ca]

Enrollment limited to 15. Priority will be given to art history and studio majors.
This seminar explores the visual and theoretical diversity of recent painting and reflects on the traditional notions of abstraction and representation. Works on exhibition at the Rose Art Museum are the primary objects for research papers and class discussions. Special one-time offering. Will be offered in the fall of 2002.
Mr. Fairbrother

FA 197b Methods and Approaches in the History of Art

[ca]

Signature of the instructor required. A library intensive course.
Usually offered every year. Will be offered in the fall of 2002.
Ms. Scott

FA 198b Introduction to Museum Methods and Procedures

[ca]

Signature of the instructor required.
Usually offered every third year. Last offered in the spring of 1996.
Staff

(200 and above) Primarily for Graduate Students**FA 200d Post-Baccalaureate Tutorial/Independent Study**

Ms. Lichtman, Ms. Zanow, and Staff

Cross-Listed Courses**CLAS 133b**

The Art and Archaeology of Ancient Greece

CLAS 134b

The Art and Archaeology of Ancient Rome

CLAS 145b

Topics in Greek and Roman Art and Archaeology

FILM 100a

Introduction to the Moving Image

PHIL 113b

Aesthetics: Painting, Photography, and Film

French Language and Literature

Courses of Study:

Minor

Major (B.A.)

Objectives

Learning to speak, read, write, and think a new language teaches us, as Montaigne wrote, to "knock off our corners by rubbing our brains against other people's." French, in its historical development in Europe and its subsequent spread to many areas of the earth, is inextricably tied to the intellectual, artistic, historical, and cultural development of a large portion of the world's population. The French curriculum is designed to teach students to express themselves clearly and effectively in written and oral French, as well as to acquaint them with the historical depth and geographical breadth of literary and cultural expression in French.

Faculty

See Romance and Comparative Literature.

Requirements for the Major

The major consists of nine semester courses:

A. FREN 106b (L'Art d'écrire: French Composition).

B. FREN 110a (Cultural Representations).

How to Become a Major

Students considering a French major should complete the language requirement as soon as possible. Students are advised to take FREN 104a and/or FREN 105a, FREN 106b, and FREN 110a before taking courses numbered 120a and beyond. Please note: Many French majors and minors choose to study abroad for all or part of their junior year. Students interested in learning more about the major or minor are encouraged to speak with the undergraduate advising head in French.

C. Six additional French courses numbered above 110a.

D. FREN 97a (Senior Essay—fall semester), or FREN 99b (Senior Thesis—a full-year course). After completing FREN 97a in the fall, students who have a 3.5 GPA in French courses seeking to fulfill requirements for departmental honors can petition to take FREN 99b the senior thesis, in the spring. Honors are awarded on the basis of cumulative excellence in all courses taken in the major, including the senior thesis.

Students seeking credit toward the French major for French courses cross-listed under European Cultural Studies will be required to do all reading and writing assignments in French. (The abbreviation FECS denotes French and European Cultural Studies courses.) Majors may receive credit for the major for related courses taken outside the department with written permission of the undergraduate advising head.

All students pursuing a French major will be assigned an advisor in the department

Requirements for Minor in French

A. FREN 106b (L'Art d'écrire: French Composition).

B. FREN 110a (Cultural Representations).

C. Three additional courses in French numbered above 100. One of these may be an FECS (French and European Cultural Studies) course, provided that all reading and writing assignments are completed in French.

All students pursuing a French minor will be assigned an advisor in the department.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

Students may take at most two 30-level French courses for credit with permission of the language coordinator.

FREN 10a Beginning French

Students who have completed two or more years of study of French must obtain permission from the instructor before enrolling. Four class hours. Enrollment limited to 18 per section.

For students with no previous knowledge of French and those with a minimal background. Intensive training in the basics of French grammar, listening, comprehension, speaking, reading, and writing within the context of French and Francophone cultures. Usually offered every semester. Will be offered in the fall of 2002.
Staff

FREN 20b Continuing French

Prerequisite: FREN 10a or the equivalent as determined by the placement examination. Four class hours. Enrollment limited to 18 per section.
Continuation of FREN 10a. Intensive training in French grammar, listening comprehension, speaking, reading, and writing within the context of French and Francophone cultures. Usually offered every semester.
Staff

FREN 32a Intermediate French: Conversation [fl]

Prerequisite: FREN 20b or the equivalent as determined by the placement examination. Four class hours. Enrollment limited to 15 per section.
Focuses on improving the speaking ability of students who wish to develop greater fluency in conversation while discussing contemporary French and Francophone cultures. Students continue to improve their skills in listening, comprehension, reading, and writing. Usually offered every year.
Staff

FREN 33a Intermediate French: Reading [fl]

Prerequisite: FREN 20b or the equivalent as determined by the placement examination. Four class hours. Enrollment limited to 18 per section.
Focuses on improving the reading ability of students who wish to develop greater competence in reading comprehension. Selections from modern literature, political essays, and newspaper articles, etc., form the basis for examining various topics in French and Francophone cultures. Students continue to improve their skills in listening comprehension, speaking, and writing. Usually offered every year.
Staff

FREN 34a Intermediate French: Topics in French and Francophone Cultures [fl]

Prerequisite: FREN 20b or the equivalent as determined by the placement examination. Four class hours. Enrollment limited to 18 per section.
Focuses on increasing the knowledge of students who wish to develop greater understanding of fundamental principles of French and Francophone cultures, such as education, identity, and so on. Students continue to improve their skills in listening comprehension, speaking, and writing. Usually offered every year.
Staff

FREN 97a Senior Essay

Signatures of the instructor and the undergraduate advising head required. Students should consult the undergraduate advising head before enrolling.
FREN 97a offers students an opportunity to produce a senior essay under the direction of an individual instructor. Students normally enroll in FREN 97a in the fall. Only under exceptional circumstances will students enroll in FREN 97a in the spring. Offered every fall.
Staff

FREN 98a Independent Study

May be taken only with the written permission of the advising head of the major and the chair of the department. Signatures of the instructor and the chair of the department required.

Reading and reports under faculty supervision. Offered as needed.
Staff

FREN 98b Independent Study

May be taken only with the written permission of the undergraduate advising head and the chair of the department. Signatures of the instructor and the chair of the department required.
Reading and reports under faculty supervision. Offered as needed.
Staff

FREN 99b Senior Thesis

Signatures of the instructor and the undergraduate advising head required. Students should consult the undergraduate advising head before enrolling.
Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

All courses are conducted in French unless otherwise noted. The abbreviation FECS denotes French and European cultural studies courses, which are taught in English.

FREN 104b Advanced Language Skills through Culture [hum]

Prerequisite: A 30-level French course or the equivalent. May be repeated once for credit with permission of the language coordinator. Three class hours. Enrollment limited to 18.
For students who would like to continue studying French beyond the foreign language requirement. Topics will vary, but all investigate aspects of French and Francophone cultures, such as French history through film, French Impressionism, issues of immigration, or understanding contemporary France. Reinforces the acquired skills of speaking, listening, comprehension, reading, and writing. Usually offered every year.
Staff

FREN 105a France Today: French**Conversation**

[hum]

Prerequisite: A 30-level French course or the equivalent, or permission of the instructor. *Three class hours. Enrollment limited to 15.* For students who have acquired knowledge of conversational French and wish to develop greater fluency in conversation. Role playing, vocabulary building, and guided speaking activities will develop conversational skills for various situations. Discussion of contemporary texts and films assist in vocabulary building. Usually offered every semester.
Staff

FREN 106b L'Art d'écrire: French**Composition**

[wi hum]

Prerequisite: FREN 104a or FREN 105a or the equivalent, or permission of the instructor. *Three class hours. Enrollment limited to 18.* For students who have acquired knowledge of written French and who wish to develop greater competence in examining and interpreting literary texts in order to better understand how to think *à la française*. Focuses on writing *résumés*, analyzing *réécits* and *portraits*, and composing *explications de textes* and *dissertations*. Usually offered every semester.
Staff

FREN 110a Cultural Representations

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. *Enrollment limited to 18.* A foundation course in French culture, analyzing literary texts and other cultural phenomena such as film, painting, music, and politics. Usually offered every year.
Staff

FREN 120a The French Middle Ages

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. The Middle Ages was a time of contrast, obsessed with love of God and the carnal functions of the body. This course will investigate the dual character of medieval literature, looking at the powers of "*le rire*" and of "*le sérieux*." Literary forms studied will include plays, *fabliaux*, *lais*, *chansons*, *ballades*, and romances. Usually offered every second year.
Mr. Randall

FREN 122b The Renaissance

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. The literature of the 16th century was erotic, tragic, and comic. The love poetry of writers such as Louise Labé and Joachim Du Bellay, the darkly comic novels of François Rabelais, the essays of Montaigne, and the baroque and polemical works of Agrippa d'Aubigné will be read. Issues of basic interest in the Renaissance such as Neoplatonism, the Reformation, and the "*Querelle des femmes*" will be analyzed. Usually offered every second year.
Mr. Randall

FREN 130a The Seventeenth Century

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. Heart and mind in French Classicism. The combat of passion and reason in 17th-century masterpieces of comedy, tragedy, Pascal's *Pensées*, and the psychological novel, *La princesse de Clèves*. Topics include the conflict of love and duty, social class, skepticism and religious faith, gender roles. Usually offered every third year. Last offered in the fall of 2001.
Mr. Kaplan

FECS 134a Women and Moralists in the Ancien Régime

[hum]

Open to all students. Conducted in English with readings in English translation. Examines women's part in changing the literary, artistic, intellectual, and political culture of the 17th- and 18th-century French monarchy. Topics include salons and social mobility, learned ladies and renegade nuns, science and morality, and subverting authority. Usually offered every second year.
Ms. Harth

FREN 135a The Nineteenth Century

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. Liberation and selfhood in 19th-century France. Short stories, novels, poetry, and theater in 19th-century France. Topics include love and intimacy, the struggle for identity, gender roles, myth and folklore, religion and secularization. Authors may include Lamartine, Hugo, Desbordes-Valmore, Musset, Nerval, Sand, and Balzac. Usually offered every second year.
Mr. Kaplan

FREN 137a The Twentieth Century

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. Major prose and drama of the 20th century. Topics may include the breakdown of genres, language and its limits; the absurd; memoirs of childhood; questions of personal, national, and ethnic identity; and rewriting the classics. Usually offered every second year.
Ms. Hale

FREN 142b "La Ville Ecrite"

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. Analyzes the symbolic appearance of the city in French literature and film from the Middle Ages to the present day. The symbolic representation of the city in literature and film will be contextualized in theoretical writings by urbanists and philosophers. The symbolic and theoretical depictions of the city will be used to understand the culture in which they were produced. Usually offered every second year. Last offered in the spring of 2001.
Mr. Randall

FECS 145a Topics in French Fiction in Translation

[wi hum]

Open to all students. Conducted in English with readings in English translation. Power, passion, creativity in the French Novel. Major novels of the 19th and 20th centuries by Balzac, Stendhal, George Sand, Flaubert, Zola, and Proust reflect France's social and political upheavals. Topics include psychological analysis, revolution and class conflicts, male and female relationships, and the creative process. Usually offered every second year.
Mr. Kaplan

FREN 150b Topics in French Poetry

[wi hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. *May be repeated for credit with special permission.* The lyric imagination. Reading modern French verse and prose poems, from Baudelaire to Yves Bonnefoy, with essays on the creative process. No previous experience with poetry is necessary. Topics include rebellion against romanticism, surrealist love, ethnic and female voices, beauty and spiritual meaning. Usually offered every third year. Last offered in the fall of 2000.
Mr. Kaplan

FREN 155b Topics in French Drama

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. *May be repeated for credit with special permission.* Topics may include Greek myth in French drama, theater of the revolution, comedy and tragedy, Romantic drama, melodrama, farce, the theater of the absurd, African and Caribbean drama, and French classical theater. Usually offered every second year.
Ms. Hale

FECS 157a Topics in French Film

[hum]

Open to all students. Conducted in English with readings in English translation. Signature of the instructor required. May be repeated for credit with special permission

The topic for 2001-02: The New Wave. From the 1950s on, the innovations of the French New Wave have influenced film in France and abroad. Filmmakers to be studied include Godard, Chabrol, Melville, Rivette, Rohmer, Truffaut, and Varda. Usually offered every third year. Last offered in the fall of 2001. Ms. Harth

FREN 165b Topics in Francophone Literatures

[nw hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor. May be repeated for credit with special permission.

A survey of the poetry, prose, and drama of Francophone writers of Africa or the Caribbean (in alternating sequence). Topics include Négritude, French and African languages, tradition and change, oral and written literature, Islam, the influence of film, and the role of women Francophone writers. Usually offered every second year. Ms. Hale

FECS 182b French Literature and Painting

[hum]

Open to all students. Conducted in English with readings in English translation.

Explores the interrelations between French painting and literature through selected texts and corresponding visual images of the 19th and 20th centuries. Topics include Romanticism, Realism, Symbolism, Surrealism, and Cubism. Usually offered every third year. Last offered in the spring of 1998. Ms. Hale

FREN 186b French Literature and Politics

[hum]

Prerequisite: FREN 106b or the equivalent, or permission of the instructor.

A historical analysis of the development of political theory and literature. The class analyzes how a literary work relates to the political culture in which it was produced. Usually offered every third year. Last offered in the spring of 2000. Mr. Randall

FREN 190b Advanced Seminar

[hum]

Signature of the instructor required. May be repeated for credit with special permission. Staff

Cross-Listed Courses**ECS 100a**

European Cultural Studies: The Proseminar

An interdepartmental program**General Science**

Courses of Study:

Major [B.A./B.S.]

Objectives

The general science program is designed for students planning to enter interdisciplinary fields; teach science in secondary schools; enter medicine, public health, dentistry, veterinary medicine, and their allied fields; enter the optometry profession or the field of biomedical engineering; or undertake other programs requiring a general scientific background or a particular mixture of science courses. Joint majors with other departments in the sciences are also possible. Students who intend to do graduate work in a specific scientific field are advised to fulfill the undergraduate requirements for the major in that field.

How to Become a Major

As in other science areas, prospective general science majors should start early in planning their programs because of various prerequisites that may apply to particular courses and to allow sufficient time to make application to professional schools. Students who wish to have some flexibility in the design of their advanced programs will find general science to be a congenial major that also offers the possibility of an honors program and joint majors with other science departments.

Committee

TBA, Chair

Emily Dudek
(Chemistry)

Timothy Hickey
(Computer Science)

Paul Monsky
(Mathematics)

Melissa Moore
(Biochemistry)

Lawrence Wangh
(Biology)

Requirements for the Major

A. Required of all candidates: BIOL 22a (Formerly BIBC 22a); BIOL 22b, BIOL 18a,b; CHEM 10a or 11a with 18a, or CHEM 15a with 19a, and CHEM 10b or 11b with 18b, or 15b with 19b. MATH 10a,b or 11a,b and PHYS 10a,b or 11a,b with 18a,b or 19a,b. Satisfactory grades (C- or above) must be maintained in all of these required courses.

B. Elective courses: With the approval of the program's advising head, a candidate in the General Science Program must also offer the equivalent of six advanced semester courses from the offerings of the School of Science. Such courses must be selected from at least two and not more than four fields within the School of Science. The following courses may not be elected: all courses designed exclusively for the University Studies Program in Science and Mathematics such as Biological Science (BISC), Physical Science (PHSC), etc.; all courses numbered below 20 (except that BIOL 15b, COSI 10a and 11b, and MATH 8a and 15a may serve as electives), or 90 through 99; or NPSY above 100 but without a prerequisite within the School of Science that meets these general science requirements; or neuroscience courses below 100; or courses outside the School of Science. Candidates offering elective courses having laboratories (except physical chemistry) are required to enroll in any laboratories accompanying the course, e.g., students offering CHEM 25a must also complete CHEM 29a in order to fulfill one elective in organic chemistry, or a student offering COSI 21a must complete the associated lab course, COSI 22a, to fulfill one elective in computer science.

C. No course offered for the major requirements in general science may be taken pass/fail. No more than one unsatisfactory passing grade (below C-) in a semester course will be accepted among the elective courses offered to fulfill the requirements for this major.

D. Honors program: Majors in general science who wish to earn a degree with honors must satisfactorily complete an honors program. No later than September of the year in which honors are to be earned, the candidate petitions the general science committee to devise an honors program consisting of laboratory research, special courses, or both. Approval of this petition is required to admit a student to the honors program. Laboratory research is conducted under the sponsorship of a faculty member of the School of Science; the student enrolls in the 99 course offered by the department to which the sponsor belongs. If a student wishes to work with a research director outside the School of Science or outside of Brandeis, a faculty member of the Brandeis School of Science must consent to act as the local sponsor. On completion of the thesis, the sponsor (or outside research director and local sponsor) makes a recommendation for honors to the general science committee to accompany the submission of the thesis. The general science committee will then determine whether the student has successfully completed the honors program and will recommend the level of honors to be awarded.

A graduate program

Courses of Study:
Master of Science

Genetic Counseling

Objectives

Graduate Program in Genetic Counseling

The Master's Degree Program in Genetic Counseling is a two-year course of study integrating course work with clinical experience in an environment that encourages close student/faculty interaction. The program places a strong emphasis on human molecular genetics while providing in-depth coursework in counseling theory and technique as well as extensive clinical training. Graduates of the program are expected to have a clear understanding of human and medical genetics, recombinant DNA technology, gene mapping, and developmental biology; a familiarity with many genetic diseases and birth defects and the various techniques used to detect and/or treat them; an understanding of how genetic counselors function in a variety of work settings and their roles and responsibilities within a medical team; the ability to present relevant genetic information to individuals and families from diverse cultural backgrounds in an informed, compassionate manner and to help families obtain the medical and social services they may need; a sensitivity to the needs and options of children and adults (including parents and potential parents) with mental retardation, developmental disabilities, and other genetic disorders; an awareness of the legal, ethical, and public policy issues raised as a result of new DNA and reproductive technologies and the Human Genome Project; an understanding of research methodology, experience in the design and execution of research projects, and in the preparation of completed projects for professional publication and presentation; and finally a familiarity with the relevant scientific literature and computer-based tools.

Ordinarily the program is completed in two academic years and the intervening summer. The program is accredited by the American Board of Genetic Counseling and prepares graduates for the certification examination in genetic counseling and employment as genetic counselors.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. The specific requirements for admission to this program are: one year of general chemistry, one year of biology, and one semester each of genetics (course should include Mendelian and molecular genetics), organic chemistry, biochemistry, psychology, and statistics. Applicants lacking one or more of these courses are invited to consult the program's director on how to fulfill these requirements. Volunteer or work experience in an area related to counseling, developmental disabilities, or genetics is recommended.

Applications should include three letters of reference, the results of the General Graduate Record Examination, and a personal statement describing your interest in the field of genetic counseling. After initial review of applications, potential candidates will be invited to Brandeis for a personal interview.

Partial scholarship assistance is available for a limited number of exceptional applicants.

Faculty Advisory Committee

Judith Tsipis, Chair and Graduate Advising Head
(Biology)

Joseph Cunningham
(Psychology)

James Haber
(Biology)

Elaine Hiller
(Biology)

Bruce Korf
(Biology)

Marty Wyngaarden Krauss
(Heller School)

Barbara Lerner
(Biology)

Natalie McIntosh
(Biology)

David Rintell
(Biology)

Patricia Roche
(Biology)

Lawrence Wanh
(Biology)

Kalpna White
(Biology)

Requirements for the Degree of Master of Science**Program of Study**

The academic component of the curriculum consists of the following: graduate-level courses in molecular biology, human genetics, medical genetics, human reproductive biology, counseling skills, research methodology, and biomedical law and ethics; two seminars in genetic counseling, and one or two electives chosen from the biological sciences, medical sociology, psychology, and health policy. Student participation in a proseminar and journal club are required as well.

Fieldwork and clinical internships are an important, integral part of the program. First-year students carry out rotations in genetics clinics, with genetic research teams and in clinical genetics laboratories. Students also participate in community-based education and healthcare programs and meet periodically with a family raising a child with a genetic disorder. Starting in the summer following the first year and continuing through the second year, students participate in three intensive clinical internships at prenatal, pediatric, general, cancer, or specialty genetic clinics. Satisfactory completion of the three clinical internships is required for graduation from the program. Attendance at two professional meetings is also required in the second year. Funds are available to defray costs.

Residence Requirement

The residence requirement for this program is two years of full-time study.

Language Requirement

There is no foreign language requirement for the master's degree.

Project

A master's project is required. Students may work with a genetic counselor to design and evaluate an innovative educational tool or counseling strategy relevant to their clinical work, or should their interest lean toward basic research, they may pursue either a laboratory-based project, or a qualitative or quantitative study in the field.

Courses of Instruction**(100-199) For Both Undergraduate and Graduate Students**

BIOL 105b Molecular Biology
(formerly BIBC 105b)
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Section 2 is open only to students in the Genetic Counseling Program. Class work for this section is supplemented by special readings and lectures with a clinical focus.

Examination of molecular processes in replication and expression of genetic information and techniques by which this understanding has been achieved. Topics include recombinant DNA and other molecular biological techniques, structure and organization of DNA in chromosomes, DNA replication, transcription and regulation of gene expression, RNA structure and processing, mRNA stability, and other mechanisms of post-translational control. Usually offered every year.
Messrs. Rosbash and Sen

BIOL 128a Human Genetics
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Enrollment limited to 50. Survey of classical and non-classical patterns of inheritance; cytogenetics; applications of molecular genetics techniques in human genetics, analysis of variation, gene mapping, identification of candidate genes and genetic disease diagnoses; single gene vs. complex gene inheritance; issues in human population genetics; and hands-on use of computer tools in human genetics. Usually offered every year. Will be offered in the fall of 2002.
Ms. Hiller

BIOL 160b Human Reproductive and Developmental Biology
[wi sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Signature of the instructor required. This course deals with hormonal, cellular, and molecular aspects of gametogenesis, fertilization, pregnancy, and birth. Pathological and abnormal variations that occur and the available medical technologies for intervention, correction, and facilitation

of these processes are also discussed. Usually offered every year. Will be offered in the fall of 2002.
Mr. Wanh

(200 and above) Primarily for Graduate Students

BIOL 202d Introduction to Genetic Counseling

A two-semester sequence that provides the historical and theoretical foundations for the practice of genetic counseling and the role of genetic services within the healthcare delivery system. Introduces students to some of the practical aspects of genetic counseling, including case preparation, pedigree construction/interpretation, and medical documentation. Usually offered every year.
Ms. McIntosh

BIOL 203a Proseminar: The Molecular Basis of Genetic Diseases

The course covers the molecular basis of muscular dystrophy, fragile X syndrome, cystic fibrosis, Huntington disease, and several inherited cancer syndromes. A historical perspective is used for each topic; molecular diagnostics and genetic counseling issues are addressed as well. Usually offered every year.
Ms. Tsipis

BIOL 204b Clinical Genetics I

Introduction to basic concepts of biochemical genetics, cytogenetics, and clinical molecular genetics. Makes use of clinical cases ranging from single gene disorders to multifactorially determined conditions and includes problems in dysmorphology, inborn errors of metabolism, and cancer genetics. A problem-solving approach is emphasized. Usually offered every year.
Mr. Korf

BIOL 205b Counseling Theory and Technique

A comprehensive overview of counseling theory and practice. Topics include listening, observation, and interview skills and strategies; family dynamics and development; coping and adaptation processes; referral and consultation procedures; and ethical principles. Students are provided an opportunity to integrate clinical experiences with the coverage of topics. Usually offered every year.
Mr. Rintell

BIOL 206d Genetic Counseling Journal Club

Noncredit.
Informal biweekly meeting of students and faculty at which recent papers are discussed. Usually offered every year.
Staff

BIOL 207a Genetic Counseling: Case Conferences and Family Counseling

Taught by a team of health care professionals. Case studies provide the basis for discussion of a variety of genetic disorders and the application of counseling modalities. Students have an opportunity to share experiences gained during clinical internships. Discussions emphasize the interplay of medical, psychological, ethical, legal, social, and cultural factors in genetic counseling. Usually offered every year.
Ms. McIntosh and Mr. Rintell

BIOL 211a Genetic Counseling Fieldwork Placement: Part I

Students work one day per week in a community-based health service organization, school, clinic, or public health agency to develop awareness of disability-related issues and the variety of community-based services for individuals with special needs. Students also observe in a genetics clinic 20-30 hours over the course of the semester to gain exposure to concepts learned in BIOL 202d (Introduction to Genetic Counseling). Periodic course discussions supplement the fieldwork experience.
Ms. Lerner

BIOL 211b Genetic Counseling Fieldwork Placement: Part II

To begin preparing for clinical genetics internships, students participate in a variety of experiences that serve to foster and integrate the concepts introduced in courses and presentations. Students are exposed to procedures in clinical labs through lectures, site visits, and/or lab work. In addition, students continue observations in a genetics clinic and meet several times with a family with a child with a disability. Periodic course discussions supplement the fieldwork experience.
Ms. Lerner

BIOL 212a Genetic Counseling Internship I

Starting in the summer and continuing through the fall semester, students work two to three days a week under the supervision of a genetic counselor or clinical geneticist in a prenatal, pediatric, general, cancer, or specialty genetics clinic. Usually offered every year.
Ms. McIntosh

BIOL 212c Genetic Counseling Internship II

Students work two to three days a week under the supervision of a genetic counselor or clinical geneticist in a prenatal, pediatric, general, cancer, or specialty genetics clinic and meet once a week to discuss cases and develop counseling protocols for some common genetic disorders. Usually offered every year.
Ms. McIntosh

BIOL 213d Genetic Counseling Research Project

Students are introduced to the basic techniques of social science research and their grounding principles in a series of seminars. In consultation with the program's research coordinator, each student designs and carries out a project under the supervision of a research committee. Usually offered every year.
Ms. Lerner

BIOL 214c Genetic Counseling Process Group

In this small group setting, students can share and learn from their collective experiences in their field placements, courses, and individual lives and have the opportunity to process and integrate the experience of becoming a genetic counselor. Usually offered every semester.
Mr. Cunningham

BIOL 215b Readings in Molecular Biology

A combination of readings and clinical laboratory work to provide students with an in-depth understanding of the molecular biology of several human genetic diseases and the techniques used for their diagnosis. Usually offered every year.
Ms. Tsipis

BIOL 220a Clinical Genetics II

Prerequisite: Completion of BIOL 204b or permission of the instructor.
Continuation of BIOL 204b with emphasis on the genetic and developmental disorders of most major organ systems. A case-based, problem-solving approach is emphasized. Usually offered every year.
Mr. Korf

BIOL 236b Genetics, Law, and Social Policy

Explores advances in human genetics, the clinical and economic benefits promised by new tests, problems generated by our new ability to manipulate our biological future. Analyzes the role of government in regulating technological development and the legal doctrines of privacy, informed consent, and professional liability. Usually offered every second year.
Ms. Roche

Department of

Germanic and Slavic Languages

Courses of Study:

See German Language and Literature

See Russian Language and Literature

Faculty

Stephen Dowden, Chair

German modernism. Romanticism. The Novel: Kafka, Bernhard, Thomas Mann, Broch, Musil, Goethe. Austrian literature.

Joan Chevalier, Language Coordinator (Russian)

Foreign language pedagogy. Second language acquisition. Slavic linguistics. Sociolinguistics.

Christine Geffers Browne, Language Coordinator (German)

Second language acquisition. German realism. Christianity and literature. German-Jewish identity.

Robin Feuer Miller, Undergraduate Advising Head, Russian

Dostoevsky and Tolstoy. Nineteenth-century Russian literature and comparative literature. The novel. Reader-response criticism.

Andrew Swensen

Nineteenth- and 20th-century Russian literature. Russian and comparative Romanticism. Russian and comparative literature of the fantastic.

Sabine von Mering, Undergraduate Advising Head, German

Eighteenth- and 19th-century German literature. German women writers. Feminist theory. Language pedagogy. Drama.

German Language and Literature

Courses of Study:

Minor

Major (B.A.)

Objectives

The German section of the Department of Germanic and Slavic Languages offers instruction in the German language and literature aimed at providing access to many aspects of the culture, past and present, of Germany, Austria, and parts of Switzerland. German has always been one of the prime languages of international scholarship, and the reunification of Germany in 1990 has drawn renewed attention to the European and worldwide importance of that country. German majors have gone on to graduate school in German literature to prepare for a career of teaching and research or to professional schools in law, medicine, or business, entered government work, or found employment with publishing companies or business firms with international connections.

How to Become a Major

The department welcomes all students to become majors in German language and literature. Non-majors and majors are offered computer-aided instruction in German, and work in the classroom and the Language Media Center is supplemented with regular German-speaking events. Majors in German literature are encouraged to spend their junior year in Germany or any other German-speaking countries. In addition to the major in German literature, the section offers a minor in German literature and participates in the program in European Cultural Studies. (The abbreviation GECS denotes German and European Cultural Studies courses.)

Requirements for the Major (German)

A. ECS 100a (European Cultural Studies: The Proseminar) to be completed no later than the junior year.

B. Advanced language and literature study: Required are: GER 103a and 104a, plus any six German literature/culture courses above GER 104a, at least two of which must be conducted in German.

C. Majors wishing to graduate with departmental honors must enroll in and complete GER 99d (Senior Thesis), a full-year course. Before enrolling students should consult with the coordinator. Candidates for departmental honors must have a 3.50 GPA in German courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the honors thesis. One semester of the Senior Thesis may be counted towards the six required upper-level courses.

A major in German may obtain the Massachusetts teaching certificate at the high school level by additionally completing requirements of the Education Program (q.v.). Interested students should meet with the program director.

Requirements for the Minor in German Literature

GER 103a or 104a is required, plus three German literature/culture courses above GER 104a. Successful completion of GER 30a, GER 39a, GER 50b, or a departmental language exemption exam is a prerequisite for the minor.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

GER 10a Beginning German

Enrollment limited to 18.

Intended for students with little or no previous knowledge of German. Emphasis is placed on comprehending, reading, writing, and conversing in German and the presentation or basic grammar. Class work is enhanced by various interactive classroom activities and is supplemented by extensive language lab, video, and computer-aided exercises. Usually offered every year in the fall.

Ms. Geffers Browne

GER 20b Continuing German

Prerequisite: GER 10a or the equivalent. Enrollment limited to 18.

Continuation of comprehending, reading, writing, and conversing in German, with an emphasis on basic grammar concepts. Special attention is paid to the development of speaking skills in the context of cultural topics of the German speaking countries. Extensive language lab, video, and computer-aided exercises are supplementing this course. Usually offered every year in the spring.

Ms. Geffers Browne

GER 30a Intermediate German I

[fl]

Prerequisite: GER 20b or the equivalent. Enrollment limited to 18.

In concluding the development of the four language speaking skills: comprehending, writing, reading, and speaking, this course focuses on finishing up the solid grammar foundation that was laid in GER 10 and GER 20 as well as endeavoring in additional audio and video material, films, radio plays, newspaper and magazine articles as well as in a variety of extensive interactive classroom activities. Usually offered every year in the fall.

Ms. Geffers Browne

GER 50b Advanced German

[hum]

Prerequisite: GER 30a, GER 39a, or the equivalent. Enrollment limited to 18.

Continued enhancement of the various language skills through reading, writing, class discussions, and group activities. Significant expansion of vocabulary and focus on sensitive grammar points. Individual presentations in the field of students' choice. Usually offered every year. Last offered in the spring of 2002.

Ms. Geffers Browne

GER 98a Independent Study

May be taken only with the permission of the chair or the advising head. Signature of the instructor required.

Readings and reports under faculty supervision. Usually offered every year. Staff

GER 98b Independent Study

May be taken only with the permission of the chair or the advising head. Signature of the instructor required.

Readings and reports under faculty supervision. Usually offered every year. Staff

GER 99d Senior Thesis

Signature of the instructor required. Students should consult advising head.

Usually offered every year. Staff

(100-199) For Both Undergraduate and Graduate Students

The abbreviation GECS denotes German and European Cultural Studies courses.

GER 103a German Grammar and Composition

[hum]

Prerequisite: GER 30a, GER 39a, or the equivalent.

Focuses on increasing speed of reading, using literary and nonliterary texts, on grammar, composition, and on further developing oral and written communication skills. Usually offered every year. Will be offered in the fall of 2002.

Ms. von Mering

GER 104a German Readings and Conversation

[hum]

Prerequisite: GER 30a, GER 39a, or the equivalent.

Intensive study and exercise of contemporary spoken German with an emphasis on fluency of expression, idiomatic accuracy, and proper pronunciation. Oral reports, discussions, speeches, and debates on a variety of intellectually challenging topics will be based on material derived from dramatic dialogues, radio plays, films, essays, the daily press, and guest speakers. Usually offered every second year. Last offered in the spring of 2002.

Ms. von Mering

GER 110a Goethe

[hum]

Intensive study of many of Goethe's dramatic, lyric, and prose works, including *Goetz*, *Werther*, *Faust I*, and a comprehensive selection of poetry. Usually offered every third year. Last offered in the fall of 2000.

Mr. Dowden

GECS 118a The German Tradition I: Lessing to Nietzsche

[hum]

Conducted in English.

Explores the dialectic of reason and the irrational from the late 18th century in Germany and Austria until their collapse in World War I. Works by Beethoven, Kant, Mendelssohn, Goethe, Lessing, Mozart, Heine, Novalis, Schopenhauer, Nietzsche, Thomas Mann, and others. Usually offered every third year. Last offered in the fall of 2000.

Ms. von Mering

GECS 119b The German Tradition II: Nietzsche to Postmodern

[hum]

Conducted in English.

Explores the dialectic of reason and the irrational from the late 19th century in Germany and Austria to the present. Works by Adorno, Benjamin, Brecht, Celan, Habermas, Heidegger, Jünger, Kiefer, Thomas and Heinrich Mann, Nietzsche, Schoenberg, Spengler, and Expressionist painting and film. Usually offered every second year. Last offered in the spring of 2001.

Mr. Dowden

GER 120a German Enlightenment and Classicism

[hum]

Prerequisites: GER 39a, A- or better in GER 30a, or the equivalent.

Careful reading and discussion [in German] of some of the most moving dramatic scenes and lyrical poems written by Lessing, Klopstock, Lenz, Goethe, Schiller, Hölderlin, and others will provide an overview of those fertile literary and intellectual movements—Enlightenment, Storm and Stress, and Idealism—that eventually culminated in German Classicism. Usually offered every third year. Will be offered in the fall of 2002.

Ms. von Mering

GER 121a German Lyric Poetry

[hum]

Focuses on poets, poems, and cycles of poems in the German lyric tradition since Goethe, and introduces the various forms of poetry. Acquaints the student with some important critics of German lyric, including Adorno, Benn, Gadamer, Heidegger, Heller, Hofmannsthal, Kommerell, Szondi, and others. Usually offered every third year. Last offered in the spring of 2002.

Mr. Dowden

GECS 150a From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture
[hum]

Conducted in English.

Exploring German cultural representations of women and real women's responses. From fairy-tale princess to Nazi filmmaker, from 18th-century infanticide to 20th-century femme fatale, from beautiful soul to feminist dramatist, from revolutionary to minority writer. Readings include major literary works, feminist criticism, and film. Usually offered every third year. Will be offered in the fall of 2002.
Ms. von Mering

GECS 167a German Cinema

[hum]

Conducted in English. This course may not be repeated for credit by students who have taken GECS 165a in fall of 2001.

From silent film to Leni Riefenstahl and Nazi cinema, from post-war cinema in East and West to *New German film* after unification, this course traces aesthetic strategies, reflections on history, memory, subjectivity, political, cultural, and film-historical contexts. Usually offered every second year. Will be offered in the fall of 2003.

Ms. von Mering

GECS 170a Viennese Modernism 1890-1938
[hum]

Conducted in English. Enrollment limited to 20.

An interdisciplinary exploration of cultural and intellectual life in Vienna from the end of the Habsburg era to the rise of Nazism: film, music, painting, theater, fiction, philosophy, psychology, and physics. Works by Berg, Broch, Canetti, Freud, Hofmannsthal, Klimt, Kraus, Mach, Mahler, Musil, Schoenberg, Webern, Wittgenstein, and others. Usually offered every fourth year. Last offered in the fall of 2001.

Mr. Dowden

GECS 180b European Modernism and the German Novel
[hum]

Conducted in English.

A study of selected novelists writing after Nietzsche and before the end of World War II. This course will explore the culture, concept, and the development of European modernism in works by Broch, Canetti, Döblin, Jünger, Kafka, Mann, Musil, Rilke, and Roth. Usually offered every second year. Last offered in the spring of 2001.

Mr. Dowden

GER 181a Franz Kafka

[hum]

Prerequisites: B- or better in GER 39a, or the equivalent. (GER 103b is recommended.)

A detailed exploration of Kafka's works, life, and thought. Emphasis will be given to his place in the larger scheme of literary modernism. Usually offered every third year. Last offered in the spring of 2001.

Mr. Dowden

GECS 185b German Fiction after 1945

[hum]

Explores the postmodernist rejection of the German tradition in fiction after World War II, a multi-faceted confrontation with German history and organized amnesia that has continued into the present. Works by Koeppen, Grass, Johnson, Bernhard, Handke, Bachmann, Seghers, Treichel, Sebald, and others. Usually offered every year. Will be offered in the spring of 2003.

Mr. Dowden

Cross-Listed Courses

ECS 100a

European Cultural Studies: The Proseminar

MUS 65a

The Music, the Arts, and Ideas in Fin-de-Siècle Vienna

Greek

See Classical Studies.

An interdepartmental program

Health and Society

Courses of Study:
Minor

Objectives

The Health and Society Program has two broad objectives: to expand students' understanding of the personal, environmental, and social factors that cause illness or promote health; and to introduce students to the professional, political, legal, and institutional arrangements that comprise our healthcare system. The program offers students an opportunity to consider topics such as the impact of inadequate housing, inequitable educational opportunity, workplace discrimination, and environmental degradation on health and healthcare institutions. Health and society courses also present ways to analyze some of the most challenging personal, ethical, and professional problems that patients and their doctors confront, e.g., whether to proceed with a pregnancy following amniocentesis, how to assure appropriate use of diagnostic tests in a managed care environment, and how to limit conflict of interest by physicians engaged in pharmaceutical research.

The two required core courses provide students with an introduction to the social and legal aspects of health and health care. After completing electives, health and society students serve an internship in a not-for-profit healthcare advocacy, delivery, or public policy organization. Through meaningful work assignments and a related health policy research project and report, these internships enable students to explore more deeply some of the issues they have studied in their academic courses.

How to Become a Program Member (Minor)

Students are encouraged to take the core courses early in their program and to consult with the chair for guidance. Students may enter the program as late as their junior year, but an early start maximizes options available in the program. Students should consult with the chair of the Health and Society Program about fulfilling requirements before the beginning of the senior year.

Committee

Lyman Stookey, Chair
(Legal Studies)

Peter Conrad
(Sociology)

Margie Lachman
(Psychology)

Sarah Lamb
(Anthropology)

Stefan Timmermans
(Sociology)

Requirements for the Program

A. Core courses: LGLS 114a (American Health Care: Law and Policy), and SOC 191A (Health, Community, and Society).

B. Departmental electives: Three electives—no more than two from a single department.

C. Completion of one of the following (approved by the chair of the program): LGLS 92b (Law, Medicine, and Health Policy Internship and Seminar); an honor thesis, in the student's department of concentration, on a topic approved by the chair of the Health and Society Program; or a senior essay supervised by a faculty member of the Health and Society Program, designed HLS 98a or b.

D. A passing letter grade must be obtained in each course taken for program credit. (Pass/Fail courses are not allowed.) Students must achieve a grade point average of at least 2.00 in program courses.

Courses of Instruction

HLS 98a Independent Study

Signature of the instructor required.
Usually offered every year.
Staff

HLS 98b Independent Study

Signature of the instructor required.
Usually offered every year.
Staff

Cross-Listed Courses

LGLS 92b

Law, Medicine, and Health Policy Internship and Seminar

Core Courses

LGLS 114a American Health Care: Law and Policy
[ss]

Not recommended for freshmen.

Highlights issues of access, quality, and cost. Introduces laws and regulations that affect every aspect of American health care from planning and finance to patient treatment.

Traces development of Medicare and Medicaid. Discusses malpractice, "birth of the Blues," expansion of HMOs, and influence of employer-purchased insurance on cost and delivery of health care. Portrays the important role courts, Congress, and administrative agencies play in organization and delivery of health services. Usually offered every year. Will be offered in the fall of 2002.

Mr. Stookey

SOC 191a Health, Community, and Society

[ss]
An exploration into interrelationships among society, health, and disease, emphasizing the social causes and experience of illness. Usually offered every second year. Last offered in the fall of 2001.
Mr. Conrad

Electives

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

ANTH 127a

Medicine, Body, and Culture

BISC 1a

Biology of Neurological and Mental Illness

BISC 4a

Heredity

BISC 5a

Viruses and Human Disease

BISC 9a

Immunity and Disease

BIOL 22a

(formerly BIBC 22a)
Genetics and Molecular Biology

BIOL 42a

Human Physiology

BIOL 55b

Diet and Health

BIOL 125a

Immunology

BIOL 128a

Human Genetics

BIOL 172b

Growth Control and Cancer

CHSC 4a

Chemicals and Toxicity

HS 104b

American Health Care

HS 124a

Dilemmas of Long-Term Care

LGLS 121b

Law and Social Welfare: Citizen Rights and Government Responsibilities

LGLS 129b

Law, Technology, and Innovation

LGLS 131b

Autonomy and Self-Determination in Critical Healthcare Decisions

LGLS 132b

Environmental Law and Policy

LGLS 138b

Science on Trial

LGLS 139b

Medical Error and Quality of Care

LING 130a

Semantics: The Structure of Concepts

NEJS 193b

Judaism and Healing

PHIL 23b

Biomedical Ethics

PHSC 7b

Technology and the Management of Public Risk

POL 117a

Administrative Law

PSYC 130b

Life Span Development: Adulthood and Old Age

PSYC 131b

Seminar in Health Psychology

PSYC 145b

Aging in a Changing World

PSYC 164b

Social Relations and Health Across the Lifespan

SOC 165a

Sociology of Birth and Death

SOC 176a

Nature, Nurture, and Public Policy

SOC 177b

Aging in Society

SOC 189a

Sociology of Body and Health

SOC 190b

Caring in the Health Care System

SOC 192b

Sociology of Disability

WMNS 106b

Women in the Health Care System

Hebrew Language and Literature

Courses of Study:
Minor
Major (B.A.)
Master of Arts in Teaching Hebrew

Objectives

The Hebrew Language program of the Department of Near Eastern and Judaic Studies offers instruction in Hebrew language and literature and in the teaching of Hebrew language. The Hebrew program is the largest in the United States, averaging 600 students per year and offering a range of 40 courses. Our programs allow students to acquire an advanced level of proficiency and a strong background in Hebrew culture and literature. Courses are taught by faculty whose fields of specialization include Biblical studies, post-Biblical and Talmudic literature, modern Hebrew literature and culture, and Hebrew language.

Undergraduate Major

Undergraduate students are welcome to participate in the Hebrew program as majors, minors, or to simply take individual courses as well as to fulfill University language requirements. An undergraduate major in Hebrew will prepare students for graduate school and professions in education, business, journalism, diplomacy, and other fields.

Graduate Program in Hebrew

The degree of Master of Arts in teaching Hebrew is offered to provide teachers and students with the knowledge and training to become teachers of the Hebrew language at all levels, i.e., elementary, secondary, post-secondary, and adult education. In this program we emphasize the different areas that any Hebrew teacher should master to teach in a variety of frameworks. These include the theoretical knowledge of learning and teaching Hebrew, as well as hands-on experience in teaching. We are committed to equipping each student with the necessary tools to confront the challenges of teaching Hebrew at a variety of levels. This program is the first of its kind in the United States and addresses the urgent need for qualified Hebrew teachers in Jewish education.

How to Become an Undergraduate Major

Students who wish to major in Hebrew must complete the language requirement no later than by the end of their second year at Brandeis. In addition, they must complete the following three prerequisites: (1) Any fourth semester Hebrew course excluding HBRW 41a (formerly HBRW 42a). Exemptions will be granted only to those students who place out on the basis of the Hebrew placement test administered by the Hebrew program at Brandeis. (2) One course in classical Hebrew: HBRW 122a (formerly 101a),

122b (formerly 101b), or NEJS 72a (3) One course in modern Hebrew literature: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), or 143b (formerly 111b). Any course taken to fulfill the prerequisites may NOT count toward the major. Students are required to meet with the undergraduate advising heads in NEJS and Hebrew to develop a course of study in order to fulfill the program requirements and personal interests.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School of Arts and Science, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this program.

In addition, applicants must have achieved at least advanced-mid level in Hebrew language, according to the ACTFL guidelines. Advanced-mid competence is defined as the ability to function successfully and effectively in most formal and informal settings, with ease and accuracy. This ability must be reflected in the four skills of reading, writing, speaking, and listening comprehension.

Applicants must present two letters of recommendation and a statement of purpose and must be interviewed by the director of the program.

Program of Study

Our two-year program focuses on different skills that we believe professional Hebrew educators should master. We emphasize theoretical and methodological learning, as well as hands-on experience and rigorous field training. The curriculum consists of 12 courses and two semesters of practicum training. Seven of the 12 required courses focus exclusively on different aspects of teaching and learning the Hebrew language. Such courses focus on theories of language acquisition, instructional methodologies, curriculum development, development of teaching materials, learner assessment, classroom management, and conducting research. The remaining course requirements include enrichment courses such as biblical texts, modern Hebrew literature, the history of the Hebrew language, as well as courses that prepare students to teach specifically in Jewish settings.

The practicum training component of the curriculum, which closely accompanies the coursework, provides students an opportunity to practice their teaching, in formal and informal education, as well as in different settings such as day schools, afternoon schools, elementary, and high schools.

Faculty

See Near Eastern and Judaic Studies.

Requirements for the Undergraduate Major

The major consists of eight semester courses, which may not overlap with courses taken to fulfill the language requirement and additional prerequisites. These eight courses are to include the following:

A. NEJS 1a (Foundational Course in Judaic Studies).

B. Two Advanced Composition and Grammar Study. HBRW 161a (formerly HBRW 106a) Advanced Hebrew Conversation and HBRW 167b (formerly HBRW 108b) The Revival of Modern Hebrew.

C. Two NEJS courses (in addition to those courses listed above) with at least one from each of the following categories:

1. Biblical and Rabbinic Hebrew: NEJS 53b, 72a, 114a, 114b, 115a, 117b, 118b, 120b, 122h, 123b, 125b, 126b, 127b, and 131b.

2. Modern Hebrew literature: NEJS 139b, 178a, and 180b.

D. At least one additional elective from the following courses: HBRW 121a (formerly 103a), 123a (formerly 110a), 123b (formerly 110b), 141a (formerly 105a), 143a (formerly 111a), 143a (formerly 111a) or 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 164b (formerly 104b), 166b (formerly 107b), 168a (formerly 119a), 168b (formerly 119b), or 170a (formerly 104a) or any of the NEJS courses listed above.

E. Either HBRW 97a or b (Senior Essay) or HBRW 99d (Senior Thesis—a full-year course)—both count toward the eight required courses, the essay or thesis must be written in Hebrew.

Candidates for departmental honors must have a 3.50 GPA in Hebrew courses prior to the senior year.

Evaluation of Transfer Credits

A. No more than two courses taken at special programs for overseas students may be applied toward the major. Students are encouraged to seek advanced approval from the department's undergraduate advising head for all courses intended for transfer credit.

B. Credit will not be granted for Ulpan courses, but students may take the Hebrew Placement Test to place out of the Hebrew language requirement.

Requirements for the Minor

The minor consists of a sequence of five semester courses in Hebrew, two of which may be taken at other universities. At least one of the five courses must be a writing intensive course in Hebrew.

A. One course in Modern Hebrew Literature: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a) or 143b (formerly 111b), NEJS 139b, 178a, and 180b.

B. One course in Biblical or Rabbinic Hebrew: HBRW 122a (formerly 101a), 122b (formerly 101b), ARBC 10a and 20b, NEJS 53b, 72a, 114a, 114b, 115a, 117b, 118b, 120b, 122b, 123b, 125b, 126b, 127b, 131b.

C. Three additional courses selected from the following HBRW 41a (formerly 42a), 44b, 49b (formerly 41b), 121a (formerly 103a), 123a (formerly 110a), 123b (formerly 110b), 141a (formerly 105a), 143a (formerly 111a) or 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 161b (formerly 106b), 164b (formerly 104b), 166b (formerly 107b), 167b (formerly 108b), 168a (formerly 119a), 168b (formerly 119b), 170a (formerly 104a) or any of the NEJS courses listed above.

D. HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), 143b (formerly 111b), if used to fulfill the requirement for section A, cannot be counted for the requirement in section C.

E. HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a) or 143b (formerly 111b), 146a (formerly 107a), 161b (formerly 106b), 164b (formerly 104b), 166b (formerly 107b), 167b (formerly 108b), 170a (formerly 104a) may satisfy the writing intensive requirement. Not all of the courses are given in any one year. Please consult the *Course Schedule* each semester. Courses that satisfy the requirement in a particular semester are designated "wi" in the *Course Schedule* for that semester. Students may double count these courses for requirements in sections A-D.

F. By department rule, a maximum of two semester course credits taken at other universities may be accepted toward the minor in Hebrew Language and Literature. Each course transferred from another university must have the approval of the Hebrew program in order to be accepted for credit toward the minor requirements. This rule applies to courses completed at any other institution, whether in the United States or abroad. Students are encouraged to seek advance approval from the Hebrew program advisor for all courses intended for transfer credit. For courses taken in Israeli universities, one Brandeis semester credit will be given for a three-hour per week one-semester course; a two-semester, two-hour per week course; or two, two hour, one-semester courses. Credit is not granted for Ulpan courses.

Students are encouraged to declare their interest in a Hebrew minor by the end of their junior year.

Requirements for the Master of Arts in Teaching Hebrew

Residence Requirement and Program of Study

Ordinarily, two years of full-time residence at a normal rate of work of seven courses each year are required. Successful completion of 14 courses is required: eight required courses, two semesters of practicum training, and four elective courses (one course from each of the four elective areas listed below).

Required courses:

HBRW 167b (formerly HBRW 108b) The Revival of Modern Hebrew, NEJS 108b Comparative Grammar of Semitic Languages, HBRW 168a (formerly HBRW 119a) Proficiency Based Instruction in Hebrew, Part 1, HBRW 168b (formerly HBRW 119b) Proficiency Based Instruction in Hebrew, Part 2, HBRW 303a Assessing the Learning and Teaching of Hebrew, JCS 222b Teaching Jewish Texts, JCS 234a Curriculum, Theory, and Development, JCS 235a The Culture of Jewish Educational Settings.

Required Practicum courses:

HBRW 301a Practicum I, HBRW 301b Practicum II

Elective courses (four must be taken, one from each area below):

Psychology
PSYC 130b

Life Span Development: Adulthood and Old Age
Children's Play and the Developing Imagination

PSYC 132a

Jewish Education

JCS 206b
JCS 215a

Informal Education in Jewish Settings
The Developing Learner in a Jewish Educational Setting
Teaching and Learning in Jewish Classrooms

JCS 236a and 236b

Biblical Texts in Hebrew

HBRW 122a and 122b

(formerly HBRW 101a and 101b) Introduction to Classical Hebrew
Texts from the Hebrew Bible
The Hebrew Bible: Meaning and Context
The Book of Amos
Biblical Ritual, Cult, and Magic
The Book of Deuteronomy
The Dead Sea Scrolls
The Book of Psalms
Biblical Narrative Texts: The Historical Tradition
Exodus: A Study in Method
Biblical Hebrew Composition

NEJS 72a
NEJS 110b
NEJS 114a
NEJS 114b
NEJS 115a
NEJS 117b
NEJS 118b
NEJS 122b

NEJS 201b
NEJS 210b

Hebrew Literature

HBRW 123a and 123b

HBRW 143a and 143b

HBRW 144a

(formerly HBRW 110a and 110b) Introduction to Modern Hebrew Literature
(formerly HBRW 111a and 111b) An Advanced Survey of Hebrew and Israeli Literature
(formerly HBRW 109a) Hebrew Drama

HBWR 146a HBWR 164b NEJS 139b	(formerly HBWR 107a) Voices of Jerusalem (formerly HBWR 104b) Israeli Theater Yehuda Amichai and Contemporary Hebrew Poetry	NEJS 178a NEJS 180b	Hebrew Poetry between the Two World Wars Hebrew Prose in an Era of Revival
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Courses of Instruction

(1-99) Primarily for Undergraduate Students

HBWR 10a Beginning Hebrew

Six class hours and one additional lab hour per week. Enrollment limited to 18.

For students with no previous knowledge and those with a minimal background. Intensive training in the basics of Hebrew grammar, listening comprehension, speaking, reading, and writing. Several sections will be offered. Usually offered every semester.

Staff

HBWR 20b Intermediate Hebrew

Prerequisite: HBWR 10a or the equivalent as determined by placement examination. Only one 20-level Hebrew course may be taken for credit. Six class hours and one lab hour per week. Enrollment limited to 18.

Continuation of HBWR 10a, employing the same methods. Intensive training in Hebrew grammar, listening, comprehension, speaking reading, and writing. Several sections offered every semester.

Staff

HBWR 29b Intermediate Hebrew I: Honors

Prerequisite: HBWR 10a or the equivalent as determined by placement examination. Only one 20-level Hebrew course may be taken for credit. Six class hours and one lab hour per week. Enrollment limited to 18.

This course is designed for honor students who wish to excel in the language. Students are admitted upon recommendation of the director of the Hebrew Language Program. Usually offered every spring.

Staff

HBWR 34a Intermediate Hebrew II: Aspects of Israeli Culture [fl]

Prerequisite: Any 20-level Hebrew course or the equivalent as determined by placement examination. Two 30-level Hebrew courses may be taken for credit. Four class-hours and one lab-hour per week. Enrollment limited to 18.

A continuation of HBWR 20b. An intermediate-mid level course, which helps students to strengthen their skills at this level. Contemporary cultural aspects will be stressed and a variety of materials will be used. Usually offered every semester.

Staff

HBWR 35a Conversation and Writing Skills (formerly HBWR 31a) [fl]

Prerequisite: HBWR 20b or the equivalent as determined by placement examination. This course is recommended for students who have not previously studied Hebrew at Brandeis and have been placed at this level. This course may not be repeated for credit by students who have taken HBWR 31a in previous years. Four class-hours and one lab-hour per week. Enrollment limited to 18. An intermediate level course designed to improve the linguistic and writing skills of students who have an extensive background in the language but lack the academic skills to fulfill the language requirements or to pursue a higher level Hebrew or Judaic studies. Usually offered every fall.

Staff

HBWR 39a Intermediate Hebrew II: Honors [fl]

Prerequisite: HBWR 29b or permission of the instructor. Enrollment limited to 18.

A continuation of HBWR 29b. Designed for honor students who wish to excel in Hebrew. Students are admitted upon recommendation of the director of the Hebrew Language Program. Usually offered every fall.

Staff

HBWR 41a Intensive Conversational Hebrew I (formerly HBWR 42a) [fl hum]

Prerequisite: Any 30-level Hebrew course or the equivalent. Enrollment limited to 18. Students may take this course and HBWR 44b for credit. This course may not be repeated for credit by students who have taken HBWR 42a in previous years.

For students who have acquired an intermediate knowledge of Hebrew and who wish to develop a greater fluency in conversation. This course does not satisfy the language requirement for the NEJS major or the major in Hebrew. Usually offered every spring.

Staff

HBWR 44b Advanced Hebrew: Aspects of Israeli Culture [fl hum]

Prerequisite: Any 30-level Hebrew course or the equivalent. Students may not take this course and HBWR 49b for credit. Three class-hours and one lab-hour per week. Enrollment limited to 18.

Reinforces the acquired skills of speaking, listening comprehension, reading, and writing at the intermediate-mid/high level. Contemporary cultural aspects are stressed; conversational Hebrew and reading of selections from modern literature, political essays, and newspaper articles. This course is required for NEJS majors and Hebrew majors and is recommended for others who would like to continue studying Hebrew beyond the foreign language requirement. It is a prerequisite for many upper level Hebrew courses. Usually offered every semester.

Ms. Ringvald

HBWR 49b Advanced Conversation and Writing Skills: Honors (formerly HBWR 41b) [fl hum]

Prerequisite: Any 30-level Hebrew course, or the equivalent, or placement by the director of the Hebrew Language Program. Students may not take this course and HBWR 44b for credit. This course may not be repeated for credit by students who have taken HBWR 41b in previous years. Three class-hours and one lab-hour per week. Enrollment limited to 18. A fourth semester course that prepares honors students for advanced level courses. Intended for students who have completed HBWR 35a or 39a or by recommendation. Usually offered every spring.

Staff

HBWR 97a Senior Essay *Signature of the instructor required.* Usually offered every semester.

Staff

HBWR 97b Senior Essay *Signature of the instructor required.* Usually offered every semester.

Staff

HBWR 98a Independent Study *Signature of the instructor required.* Usually offered every fall.

Staff

HBWR 98b Independent Study *Signature of the instructor required.* Usually offered every spring.

Staff

HBWR 99d Senior Thesis *Signature of the director required.* Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

HBWR 102a Hebrew Reading Proficiency [fl hum]

Prerequisite: Intermediate knowledge of Hebrew reading. Primarily intended for graduate students. **Not for credit.** Enrollment is limited to 18.

An intermediate-mid level course for graduate students interested in strengthening their reading skills. Emphasizes recognition of grammatical structures in the written language and the acquisition of recognition vocabulary. Intended to help students in their research or in preparation for the Hebrew language exam. Usually offered every fall. Staff

HBWR 102b Advanced Reading Proficiency and Comprehension [fl hum]

Prerequisite: HBWR 102a or high-intermediate reading knowledge of Hebrew. **Not for credit.** Enrollment is limited to 18. A continuation of HBWR 102a. Different materials and texts are studied. This class is conducted in English. Usually offered every spring. Staff

HBWR 121a Israel: The Early Years (formerly HBWR 103a) [fl hum]

Prerequisite: Any 40-level Hebrew course or the equivalent. This course may not be repeated for credit by students who have taken HBWR 103a as Israel: The Early Years. Enrollment limited to 18.

Three class-hours and one lab-hour per week. An intermediate-mid/high level conversation course for students who wish to improve their speaking skills before entering more advanced-level courses. Role playing, vocabulary building, and guided speaking activities develop conversational skills for various situations. Reading and discussion of contemporary texts assist in vocabulary building. Usually offered every fall. Ms. Azoulay

HBWR 121b Israel: Immigrants and Minorities (formerly HBWR 103a) [fl hum]

Prerequisite: Any 40-level Hebrew course or the equivalent. This course may not be repeated for credit by students who have taken HBWR 103a as Israel: Immigrants and Minorities. Enrollment limited to 18.

Three class-hours and one lab-hour per week. An intermediate-mid/high level conversation course for students who wish to improve their speaking skills before entering more advanced-level courses. Role playing, vocabulary building, and guided speaking activities develop conversational skills for various situations. Reading and discussion of contemporary texts assist in vocabulary building. Usually offered every spring. Staff

HBWR 122a Introduction to Classical Hebrew I (formerly HBWR 101a) [fl hum]

Prerequisite: Any 40-level Hebrew course or the equivalent, except HBWR 41a (formerly HBWR 42a), as approved by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBWR 101a in previous years. Enrollment is limited to 18.

Three class-hours per week. Concentrates on the study of biblical and classical Hebrew literary works; such as Apigraphy, Rabbinic, as well as selections from the Dead Sea Scrolls. Written and oral expression in modern Hebrew are also stressed. Usually offered every fall. Ms. Nevo-Hacohen

HBWR 122b Introduction to Classical Hebrew II (formerly HBWR 101b) [fl hum]

Prerequisite: Any 40-level Hebrew course or the equivalent, except HBWR 41a (formerly HBWR 42a), as approved by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBWR 101b in previous years. Enrollment is limited to 18.

Three class-hours per week. An intermediate-mid/high level course that focuses on comparing grammatical, textual, and lexical forms and ideas in classical Hebrew texts ranging from the biblical literature to the Dead Sea Scrolls (1000 B.C. to 68 C.E.). Written and oral expression in modern Hebrew are also stressed. Usually offered every spring. Ms. Nevo-Hacohen

HBWR 123a Introduction to Modern Hebrew Literature I (formerly HBWR 110a) [fl wi hum]

Prerequisite: Any 40-level Hebrew course or the equivalent, as determined by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBWR 110a in previous years. Enrollment is limited to 18.

An intermediate-mid/high-level course, which focuses on modern Hebrew prose and poetry stressing major trends. Students are expected to acquire better fluency in reading, writing, and conversation. Usually offered every fall. Ms. Hascal

HBWR 123b Introduction to Modern Hebrew Literature II (formerly HBWR 110b) [fl wi hum]

Prerequisite: Any 40-level Hebrew course or its equivalent, as determined by the director of the Hebrew Language Program. This course may not be repeated for credit by students who have taken HBWR 110b in previous years. Enrollment is limited to 18.

An intermediate-mid/high-level course that focuses on the representation of the Holocaust and the generational relationships in Modern Hebrew prose and poetry. Students are expected to acquire better fluency in reading, writing, and conversation. Usually offered every spring. Ms. Hascal

HBWR 141a Advanced Hebrew Conversation (formerly HBWR 105a) [fl hum]

Prerequisite: HBWR 121a or b, 122a or b, 123a or b or permission of the instructor. This course may not be repeated for credit by students who have taken HBWR 105a in previous years. Enrollment is limited to 18. For advanced students who want to work on accuracy, fluency, and vocabulary building. The course prepares students to become advanced speakers of Hebrew. Reading of contemporary texts and newspaper articles and listening to Israeli videos will serve as a basis for building higher level speaking proficiency. One additional weekly hour of lab work or speaking practice is required. Usually offered every fall. Ms. Lavie

HBWR 143a Advanced Survey of Hebrew and Israeli Literature I (formerly HBWR 111a) [fl wi hum]

Prerequisite: HBWR 121a or b, 122a or b, 123a or b or permission of the instructor. This course may not be repeated for credit by students who have taken HBWR 111a in previous years. Enrollment is limited to 18. An advanced course that enhances advanced language skills through a survey of early Israeli literature and poetry (1950-75), while stressing the various trends and reactions to different aspects of Israeli daily life during this period. Usually offered every second year in the spring. Ms. Hascal

HBWR 143b Advanced Survey of Hebrew and Israeli Literature II (formerly HBWR 111b) [fl wi hum]

Prerequisite: HBWR 121a or b, 122a or b, 123a or b or permission of the instructor. This course may not be repeated for credit by students who have taken HBWR 111b in previous years. Enrollment is limited to 18. An advanced level course that enhances advanced language and literary skills. Surveys the later Israeli Literature and Poetry (1975-present). Stresses the various trends and reactions to different aspects of Israeli daily life during this period. Usually offered every second year in the spring. Last offered in the fall of 2001. Ms. Hascal

HBW 144a Hebrew Drama—Language through Creativity and Action
(formerly HBRW 109a)

[fl ca hum]

Prerequisite: HBRW 121a or b, 122a or b, 123a or b or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 109a in previous years. Four class-hours and two additional weekly hours of lab work are required. Enrollment is limited to 18.

Helps improve Hebrew language skills at the intermediate-high/advanced level by focusing on various creative aspects such as improvisations, drama, performance, and other acting techniques such as movement, imagination, and other basic skills necessary to act out scenes from various plays in the Hebrew language. Writing assignments and self-critique enhance the students' skills in language acquisition. The course culminates in the writing of one-act plays in Hebrew along with a theatrical performance and production. Usually offered every year.
Ms. Azoulay

HBW 146a The Voices of Jerusalem
(formerly HBRW 107a)

[fl wi hum]

Prerequisite: HBRW 121a or b, 122a or b, 123a or b, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 107a in previous years. Enrollment is limited to 18.

Aims to develop students' language proficiency through analysis of selected materials that depict the unique tradition, history, politics, art, and other features that are related to Jerusalem. Usually offered every second year in the fall. Last offered in the fall of 2000.

Ms. Hascal

HBW 161b Israel Today-Advanced Conversation and Writing
(formerly HBRW 106b)

[fl wi hum]

Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 106b in previous years. Enrollment is limited to 18. For advanced students who wish to enhance their proficiency and accuracy in writing and speaking. Plays, essays, current articles from Israeli newspapers, and films provide the basis for written assignments and discussions. Usually offered every spring.
Ms. Lavie

HBW 164b Israeli Theater
(formerly HBRW 104b)

[fl wi hum]

Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 104b in previous years. Four class-hours and two additional weekly hours of lab work are required. Enrollment is limited to 18.

An advanced course that enhances advanced language skills through reading and analysis of plays as well as through developing the student's creativity through participation in acting and creative writing lab. In reading plays, students can also participate in Hebrew acting lab. Usually offered every second year.
Ms. Azoulay

HBW 166b Portrait of the Israeli Woman
(formerly HBRW 107b)

[fl wi hum]

Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 107b in previous years. Enrollment is limited to 18. An advanced culture course that enhances advanced language skills through examination of the role and the image and the unique voice of the Israeli woman as it is reflected in the Israeli literature, history, tradition, and art. Usually offered every second year. Last offered in the fall of 2001.
Ms. Hascal

HBW 167b The Revival of Modern Hebrew
(formerly HBRW 108b)

[fl hum]

Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 108b in previous years. Enrollment is limited to 18. An advanced course that surveys the origins of the Hebrew language and its development throughout the centuries, focusing on its major stages (biblical, Rabbinic, medieval, and modern). Explores the unique phenomenon of its revival as a spoken language and its adaptation to the modern world. Usually offered every spring.
Ms. Porath

HBW 168a Proficiency-Based Instruction in Hebrew I
(formerly HBRW 119a)

[fl hum]

Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 119a in previous years. Enrollment is limited to 18. An advanced level methodology course that focuses on the theories and methodologies for teaching Hebrew. The course is taught in Hebrew and in English. Designed primarily for students at the advanced level who are interested in eventually being able to teach Hebrew. Usually offered every fall.
Ms. Ringvald

HBW 168b Proficiency-Based Instruction in Hebrew II
(formerly HBRW 119b)

[fl hum]

Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 119b in previous years. Enrollment is limited to 18. An advanced seminar that focuses on student's understanding of second languages, particularly the students of Hebrew, as well as understanding the foundations of curriculum development. The course is taught in Hebrew and in English and is a continuation of HBRW 168a. Students participate in teaching practicum through internship and learn how to apply their knowledge. Usually offered every spring.
Ms. Ringvald

HBW 170a Israeli Cinema
(formerly HBRW 104a)

[fl wi hum]

Prerequisite: HBRW 141a, or 143a or b, or 144a, or 146a, or permission of the instructor. This course may not be repeated for credit by students who have taken HBRW 104a in previous years. Enrollment is limited to 18. An advanced culture course that focuses on the various aspects of Israeli society as they are portrayed in Israeli films and television. In addition to viewing films, the students will be asked to read Hebrew background materials, to participate in class discussions, and to write in Hebrew about the films. Usually offered every spring.
Staff

(200 and above) Primarily for Graduate Students

HBW 301a Hebrew Practicum I
Required of all Master's students.
Staff

HBW 301b Hebrew Practicum II
Continuation of HBRW 301a.
Staff

HBW 303a Readings in Accessing the Learning and Teaching of Hebrew
Staff

A graduate school

The Heller School for Social Policy and Management

Courses of Study:
Master of Arts
Master of Management
Master of Business Administration
Doctor of Philosophy

Objectives

The Heller School offers four degree programs designed explicitly to bridge the gap between theory and practice. Our Doctoral Program in Social Policy (Ph.D.) educates students for careers in research, teaching, social planning, administration, and policy analysis. Our Master of Business Administration (human services) (M.B.A.) and Master of Management (M.M.) Programs prepare managers for leadership positions in a range of health and human services organizations, and our Master of Arts Program in Sustainable International Development (M.A.) imparts the knowledge and skills necessary to design and manage local, regional, national, or international development. All Heller students are committed to bettering human welfare, particularly for those who are vulnerable and who lack the capacity or resources to secure their own wellbeing.

How to Be Admitted to The Heller School for Social Policy and Management

Requests for information about the Ph.D. in Social Policy, M.B.A. (human services), and M.M. programs should be addressed to the Admissions Office, Heller School for Social Policy and Management, MS 035, Brandeis University, P.O. Box 549110, Waltham, MA 02454-9110. Telephone: 800-279-4105. Fax: 781-736-3881. Email: HellerAdmissions@brandeis.edu.

For information about the M.A. in Sustainable International Development, contact the SID Admissions Office, MS 078, Brandeis University, P.O. Box 549110, Waltham, MA 02454-9110. Telephone: 781-736-2770, Fax: 781-736-2774, Email: sidrecruit@brandeis.edu.

Application deadlines are December 15 for the Ph.D. in Social Policy, February 15 for the part-time and full-time M.B.A. (human services) and M.M. programs beginning in June, November 1 for part-time M.B.A. (human services) and M.M. programs beginning in January, and June 1 for applications to the M.A. program in Sustainable International Development and the part-time M.B.A. and M.M. programs beginning in the fall.

Faculty

Jack Shonkoff, Dean

See the School's catalog for full faculty listing.

Requirements for the Degree of Master of Arts in Sustainable International Development

Program of Study

Students must successfully complete eight courses and a master's project. First-year students take required courses that concentrate on poverty, community, and the environment and include Master's Seminar (two semesters) and half-semester modules in Development Economics: Poverty, Development Economics: Environment, Planning and Implementation, Monitoring and Evaluation, Principles of Ecology and Applied Ecology, plus electives. During spring semester, students work with a primary advisor to plan a second year master's project that can be an internship, field research, or advanced study. In the second year, students work off-campus on the master's project under the supervision of a Brandeis-affiliated professional from a university in the candidate's home area.

Residence Requirement

One year residence as a full-time student.

Master's Project

The master's paper is required for the granting of the degree.

Requirements for the Degree of Master of Business Administration (Human Services)

Program of Study

Students must successfully complete 17 courses as approved by the program director: 12 required courses in management, one management elective, four policy electives, and a monthly policy and management seminar. Students may opt to concentrate in health care; child, youth, and family services; services for elders and people with disabilities; or general human services.

Residence Requirement

Students must be in residence for a minimum of 15 months: one academic year and two summers, beginning in June.

Team Consulting Project

Students must complete a Team Consulting Project, including a written report and oral presentation. Working under the supervision of a faculty advisor, teams of three to five students provide management consulting services to a community-based health or human services agency during a two-and-a-half to three-month period.

Requirements for the Degree of Master of Management

Program of Study

Students must successfully complete 17 courses as approved by the program director: 11 required courses in management, two management electives, four policy electives, and a monthly policy and management seminar. Students may opt to concentrate in health care, child, youth, and family services; services for elders and people with disabilities; or general human services.

Residence Requirement

Students must be in residence for a minimum of 15 months: one academic year and two summers, beginning in June.

Team Consulting Project

Students must complete a Team Consulting Project, including a written report and oral presentation. Working under the supervision of a faculty advisor, teams of three to five students provide management consulting services to a community-based health or human services agency during a two-and-a-half to three-month period.

Dual Master's Program: Heller/Hornstein

This program prepares professional leaders who combine the highest level of management skills with broad knowledge of the contemporary Jewish world. The program is a blending of The Heller School's rigorous management curriculum with the Hornstein Program's integrated approach to Jewish communal work. Graduates of the dual degree program receive two master's degrees: a Master of Arts in Jewish communal service from the Hornstein Program and either a Master of Management or a Master of Business Administration (human services) from The Heller School. The Dual Degree Program requires 27 months of study: two academic years and two summers. The course begins in June.

Admission

Students applying to this program are expected to have demonstrated professional and academic capability and the capacity for sustaining an intensive program of study. Applicants must submit a single application in duplicate to the Graduate School of Arts and Sciences.

Program of Study

There are 24 required courses as approved by the program director—12 at Heller and 12 at Hornstein, including one in Israel. In addition there are two academic years of supervised fieldwork experiences in Boston-area Jewish organizations and a Team Consulting Project, as required in The Heller School curriculum.

Residence Requirement

27 months (two academic years and two summers) in residence are required.

Language Requirement

Candidates are expected to establish competence in Hebrew.

Requirements for the Degree of Doctor of Philosophy in Social Policy

Program of Study

Students entering the Ph.D. Program in Social Policy must complete a total of 15 courses as approved by the Program Director over a two-year period: three required core courses in social policy analysis, three required and two elective courses in research methods/statistics, three courses related to an area of policy concentration, and four open electives. Successful completion of a dissertation seminar related to one's area of concentration is also required. Students may specialize in health (including substance abuse and mental health); children, youth, and families; aging and disabilities; or social and economic inequalities.

Residence Requirement

The minimum residence for the Doctor of Philosophy in social policy is two years.

Qualifying Paper

Upon completion of coursework, each student must complete an integrative comprehensive paper. This paper is usually administered at the end of the student's fourth semester.

Dissertation and Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive paper is completed. The dissertation committee consists of four members—at least two members from The Heller faculty and at least one member from outside of The Heller School or outside the University. To be granted the degree, the student is required to defend the dissertation in a public Final Oral Examination.

Requirements for the Joint Degree of Doctor of Philosophy in Social Policy and Sociology

Program of Study

Students entering the joint Ph.D. Program in Social Policy and sociology are expected to complete a total of 18 courses as approved by the program director. At least nine of these courses must be offered by the Brandeis sociology department—six of these courses must be graduate seminars and the remaining three may be advanced undergraduate/graduate seminars or directed readings; at least one of these must be a sociology theory course. A minimum of nine courses must be taken within The Heller School and at least one of these courses must be on quantitative research methodology [e.g., HS 401b [Research Methods]]. In addition, in their first year, students are required to participate in a year-long, noncredit Proseminar that introduces the program's faculty and their research interests.

Students are assigned advisors from the sociology department and from The Heller School. Advisors in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisors and students should take place at least once a year.

Residence Requirement

The minimum residence for the joint degree of Doctor of Philosophy in social policy and sociology is three years.

Language Requirement

There is no foreign language requirement for the joint Ph.D. degree.

Qualifying Examinations

Each student must complete a "comprehensive paper" as required in The Heller School curriculum. Students must also show competence in two areas of sociology, as certified through the Guidance-Accreditation Committee (GAC) process (the sociology department equivalent of comprehensive exams). Students elect two areas of interest and develop a contractual set of requirements with a faculty member of each area. When both GACs are completed there is a meeting (typically one to two hours) to discuss the student's interests, directions in the field, and the upcoming dissertation.

Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive examination and GACs are completed. The dissertation committee should consist of five members—two faculty members each from the sociology department and The Heller School and one outside member. The joint Ph.D. dissertation may be accepted by the sociology department and The Heller School upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public Final Oral Examination.

Requirements for the Joint Degree of Doctor of Philosophy in Politics and Social Policy

Program of Study

The student must complete three years in residence and complete a minimum of at least 18 courses as approved by the program director. At least nine of these courses must be offered in the politics department. Four of the nine politics courses must be the core courses: American Political Development, Liberalism and Its Critics, Comparative Political Institutions and Public Policy, and The U.S. and World Politics. (The core course requirement of International Relations may be fulfilled with an appropriate substitute.) A minimum of nine courses must be taken in The Heller School.

Courses of Instruction

(100-199) For Both Undergraduate and Graduate Students

HS 104b American Health Care

[ss]

Enrollment limited to 200.

This course will examine and critically analyze the United States health care system, emphasizing the major trends and issues that have led to the current sense of "crisis." In addition to providing a historical perspective, this course will establish a context for analyzing the current, varied approaches to health care reform. Usually offered every year. Last offered in the spring of 2002. Messrs. Altman and Thier

HS 110a Wealth and Poverty

[ss]

Enrollment limited to 140.

Examines why the gap between richer and poorer citizens appears to be widening in the United States and elsewhere, what could be done to reverse this trend, and how the widening disparity affects major issues of public policy. Usually offered every year. Last offered in the spring of 2002. Mr. Reich

HS 120a Race and the Law

(formerly WMNS 120a)

[ss]

Enrollment limited to 100. This course may not be repeated for credit by students who have taken WMNS 120a in previous years.

Explores how race has been defined and used to uphold or undermine the principles espoused in the Constitution and other sources of the law in the United States. Issues discussed range from treatment of Native Americans at the nation's birth to the modern concept of affirmative action. One of our premises is that ideally the law represents the synthesis of the narratives of various elements of a society. Usually offered every year. Will be offered in the fall of 2002. Ms. Hill

HS 124a Dilemmas of Long-Term Care

[ss]

Enrollment limited to 20.

Fifty million Americans have a disability. What kinds of help do they want? What are the responsibilities of families, friends, and communities to help? Current U.S. approaches to service delivery, financing, and organization are reviewed, and alternatives considered. Usually offered every second year. Last offered in the spring of 2002. Mr. Leutz

Research Tools Requirement

Students must complete at least one statistics course (generally covered by HS 401b Research Methods).

For certain specializations, proficiency (as determined by examination) in a foreign language may be required. Language courses taken in preparation for the examination will not be counted for course credit toward the Ph.D. degree.

Qualifying Examinations

Students must fulfill comprehensive exam requirements in the politics department and The Heller School. Students must complete a "comprehensive paper" as required by The Heller School curriculum. For the politics department, students must complete a formal oral and written examination for candidacy for the Ph.D. covering the core courses and all elective politics courses. This examination is normally administered at the beginning of the student's fifth semester.

Dissertation and Final Oral Examination

The student's dissertation committee will consist of five people: two faculty members each from the politics department and The Heller School and another faculty member from outside the department or outside the University. The student must successfully defend the dissertation at a Final Oral Examination conducted by his or her dissertation committee.

Special Notes Relating to the Doctoral Program

Students enrolled in the Ph.D. Program in Social Policy may elect to pursue a joint master's degree in women's studies and social policy (in lieu of a master's degree in social policy), with their advisor's permission as well as the agreement of the Women's Studies Program. This degree option replaces a master's degree in social policy in the student's program and must be entered prior to the award of a master's degree in social policy.

(200 and above) Primarily for Graduate Students

HS 215b Corporate Finance

Prerequisites: HS 251a and HS 280a.

Introduces the modern theory of corporate finance and the institutional background of financial instruments and markets. Considers ways to measure value. Explores alternative forms of financing and ways to analyze them. Considers the financing tools appropriate for for-profit and nonprofit organizations. Mr. Friedman

HS 225a Strategic Fundraising and Development

Examines the critical role of fundraising and development in successful nonprofit organizations. Students learn to analyze, plan and evaluate a comprehensive fundraising program and to create elements of a professional fundraising portfolio. Explores management and leadership issues associated with the rapidly changing field of development and philanthropy. Mr. Whalen

HS 248b Financial Management*Prerequisite: HS 251a.*

Develops students as educated consumers of financial information. Covers financial management problems encountered by today's human services professionals in a real world perspective based on sound financial and accounting theory. Includes topics such as financial statement analysis, budget development and control, managing growth, cash flow management, and management controls.

Mr. McLaughlin

HS 250a Financial Accounting

Introduces financial accounting terminology and concepts. Focuses on preparing and interpreting basic financial reports—such as annual reports—of health and human services organizations from the perspective of managers and outside parties who work with or finance these organizations. Also emphasizes management of revenues, expenses, and cash flow.

Ms. Anderson

HS 251a Managerial Accounting and Control*Prerequisite: HS 250a.*

Provides conceptual and technical skills needed to manage special financial and strategic control problems facing health and human services managers. Topics include budgeting, cost accounting, pricing, programming, and evaluation reporting.

Ms. Anderson

HS 252b Strategic Management

Teaches students the theoretical constructs and practical tools necessary to create and manage organizations strategically. Includes strategic process, organizational design, and development of planning tools and cycles. All students perform an applied strategic analysis for an actual organization.

Ms. Babcock

HS 253b Leadership and Organizational Behavior*Signature of the instructor required.*

Focuses on leadership and managing organizations. Uses cases on a variety of organizations to expose students to problems and to improve their effectiveness in analyzing, diagnosing, and leading organizations. Students learn organizational concepts, analytic frameworks, models, and practice their leadership skills in class. Uses case discussions, simulations, role-playing, mini-lecturing, and experimental exercises. Provides an opportunity to develop leadership skills through group work and reflection.

Mr. Chilingirian

HS 254a Strategic Human Resource Management

Adopts the perspective of a general manager and addresses human resource topics from a strategic perspective, considering how human resource management might aid in achieving organizational excellence. Focuses on the development of concepts and strategies that can increase your effectiveness in developing policies and practices to enhance the value of people in the organizations you serve.

Ms. Gittell

HS 255a Management Information Systems

Examines the importance of the role of information in organizations. Focus is on basic M.I.S. concepts, the use of computers to improve the performance of organizations, systems development processes, and a range of critical applications and issues.

Mr. Fournier

HS 258a Service Operations Management*Prerequisite: HS 280a or 282a.*

Explores how operations management can help organizations to deliver high quality services, while using resources efficiently. Focuses on the development of concepts and strategies that can increase your effectiveness in developing policies and practices to enhance the quality and efficiency of service delivery in the organizations you serve.

Ms. Gittell

HS 260a Writing, Speaking, and Rhetoric for Social Policy and Management

Examines communications theory and concepts, analyzes specific communications functions of managers, and focuses on developing and enhancing key communications skills.

Mr. Hartman

HS 262b Conflict Resolution by Negotiation

Develops an understanding of the nature, advantages, and limitations of negotiation as a conflict resolution tool and provides a normative and practical framework for pursuing negotiation strategies as a method of resolving disputes. Students are placed in simulated negotiations followed by instructor and peer feedback.

Messrs. Protas and Shactman

HS 278b International Human Rights, Coexistence, and Sustainable Development

Examines existing principles that may support integration of the related but sometimes divergent fields of human rights, coexistence, and sustainable development. Explores new foundations for theoretical synthesis and application of integrated best practices. These theoretical inquiries will be framed in the context of an examination of the pressing development and international social justice issues of our time.

Ms. Powell-Willingham

HS 280a Statistics for Managers

Provides students with knowledge of basic statistical concepts and methods used by managers. Enables participants to prepare, review, and critically analyze numerical descriptions of the various activities and responsibilities associated with health and human services management.

Mr. VanLeuvan

HS 282a Measurement and Statistical Analysis for Managers

Provides students with the background needed to use statistics for descriptive and analytical purposes. Provides a solid framework for understanding the myriad uses of data in management. The basic concepts and statistical methods used by managers are studied, especially as they relate to the various activities and responsibilities associated with health and human services management.

Mr. VanLeuvan

HS 285a Marketing for Service Organizations

An overview of marketing with a focus on how to formulate marketing strategies and identify and evaluate strategic-based tactics in order to achieve organizational marketing goals. Topics include strategic market planning, market research and analysis; consumer behavior; market segmentation, targeting, and positioning; social marketing; the marketing mix—product, price, distribution, promotion, and marketing communications.

Mr. VanLeuvan

HS 290a Economic Analysis for Managers

Introduces economic approaches to managerial and policy decision-making. Covers supply and demand, market structures, pricing and market failure, as well as useful tools such as optimization and game theory. Concepts are reinforced with case analyses and examples from the health and human services sectors. Some calculus required.

Mr. Hodgkin

HS 295b M.B.A. Capstone*Prerequisite: Completion of all required management courses in the M.B.A. (human services) program.*

Integrates all aspects of the M.B.A. (human services) curriculum. Aspects of management covered in this course span strategy and operations. Topics covered include general management, leadership, organizational design, marketing, communications, corporate responsibility, human resource management, business policy, management of technology and innovations, ethical and legal issues in management, quality and risk management, and management of diversity in the workplace. The course uses a comprehensive case study approach, combined with theoretical readings. Explores relationships between the context, content, and process of managing organizations, and illustrates the complexities created by overlapping interests and by differences in perceptions, values, and goals.

Ms. Bhalotra

HS 299b Team Consulting Project

A capstone educational experience for students nearing the end of the M.M./M.B.A. program. Working under the supervision of a faculty advisor, teams of three or four M.B.A., M.M., and Heller/Hornstein students provide management consulting services to nonprofit, community-based health and human services agencies.

Ms. Bhalotra and Mr. Sciegaj

HS 300a Theory and Analysis of Social Policy
Signature of the instructor required.

Develops theoretical perspectives on social policy, social justice, and social change, and a framework for analyzing and developing social policies. Identifies major institutional systems which function in any society throughout human evolution and which are key variables of social policy and social change practice.

Mr. Gil

HS 301a Oppression: Sources, Dynamics, Effects, Manifestations

Explores oppression in contemporary and past human societies, from local to global levels. Assumes that all types of oppression throughout social evolution have common origins, functions, and dynamics. Examines these common aspects of oppression, as well as specific manifestations, such as racism, sexism, class-discrimination, colonialism, etc. Also explores short-range and long-range social change strategies to resist and overcome oppression. Usually offered every second year.

Mr. Gil

HS 301b Applying Ethical Theory to Management Practice

Introduces students to the discipline of ethical analysis and its application to human services management practices using a case study approach. Students will have an opportunity to examine different methods of value clarification, sources of ethical conflict, and the structure of ethical arguments.

Mr. Sciegaj

HS 303a Historical and Contemporary Developments in Social Welfare

A library intensive course.

Examines the development of social welfare over time by reviewing policy arguments within a historical context, and uses an analytic framework centered on eligibility, benefits, administration, financing, and behavioral incentives to assess perennial issues in social welfare and analyze contemporary challenges.

Mr. Callahan

HS 312a Managing Organizations Serving Elders and People with Disabilities

Prepares students for management positions in organizations serving older people and/or people with physical disabilities, mental illness, and developmental disabilities-mental retardation. Emphasizes issues that cut across these different populations. Provides opportunities for students to focus on one population of interest through assignments, special projects, and guest speakers.

Mr. Sciegaj

HS 316a Violence in Everyday Life: Sources, Dynamics, and Prevention

Explores the meaning, sources, and dynamics of social-structural and interpersonal violence, and relations among these destructive phenomena. Traces the social, psychological, economic, political, and cultural dimensions of violence and counter-violence in everyday life, with special emphasis on links between the organization and quality of work in society and levels of violence. It also explores approaches to reducing and eventually eliminating violence in human relations from local to global levels.

Mr. Gil

HS 319a Work and Individual and Social Development

Explores changes in the organization and design of work and the exchange of work products throughout the evolution of human societies, and consequences of these changes for individual and social development. Facilitates insights into work as a universal, existential process, whose structure and dynamics were shaped and reshaped by individuals and societies throughout history as they interacted with one another and with natural environments in pursuit of survival and development, and as they gained knowledge of nature and enhanced their technological capacities and skills. Explores essential attributes of modes of work conducive to optimal human development and liberation.

Mr. Gil

HS 350a Economics for Management and Social Policy

Introduces techniques of economic analysis, mainly from microeconomics. These tools are applied to problems of management social policy. Uses case studies and frequent exercises to develop application and quantitative skills.

Mr. Friedman

HS 360b Critical Factors for Successful Leadership in Health and Human Services

Provides students with an understanding of what leadership is and how it can be exercised in today's complex health and/or human service organizations. Allows for analyses and conclusions to be based on observations, feedback, and reflections made either from personal experience or gained through readings, case studies, and exposure to similar themes in the core curriculum. Each session provides one or more case examples of specific challenges that will enable students to debate competing views and theories. Allows future health and human services leaders to begin to formulate their own concepts of leadership.

Messrs. May and Weiner

HS 371a Social Science Concepts, Theories, and Values

Examines key concepts, theories, and values in the social sciences from the perspectives of various disciplines (primarily sociology, political science, and economics). Examines underlying values of democracy and equality as these inform theory and policy. Uses case studies to illustrate various concepts, which include exchange and markets, power, authority, social capital, networks, frame analysis, bureaucracy, interest groups, social movements, race, gender, welfare state, community, and civic engagement.

Mr. Sirianni

HS 372b Economic Theory and Social Policy
Prerequisite: HS 371a and a recent course in microeconomics.

Applies economic analysis to problems of importance to social policy. The particular applications may vary from year to year, but may include such topics as unemployment and inflation, social security, and the economics of race and gender.

Mr. Friedman

HS 373a Mental Health: Children and Families of Color

Using frameworks from cultural and ecological perspectives and psychological and sociological disciplines, examines the family functioning and individual adaptations of four selected groups: African, Hispanic, Asian, and Native Americans. Provides a broad overview of the adjustment of minority children and families, and examines processes that affect their adjustment, especially those that relate to racial and cultural issues and social and demographic factors. Explores current events, social policies, and their implications for ethnic minority groups. Class activities examine conceptual and methodological issues in research on minorities and study their implications for theory, practice, and policy.

Ms. Nguyen

HS 401b Research Methods

Signature of the instructor required.

Provides a basic orientation to social science research methods and helps students develop and understand the theoretical and practical issues that guide the development, conduct, and interpretation of applied and policy-oriented research. The perspective is multidisciplinary and emphasizes investigations of substantive health and social welfare problems. Designed to prepare Ph.D. students to be able to interpret empirical research and to design their own studies.

Mr. Saxe

HS 402b Applied Multivariate Analysis*Prerequisite: HS 404b*

Designed as advanced instruction in data analysis methods. Provides students with an understanding of the utility of multivariate data analysis both for testing their own research/policy questions and for evaluating the methods in the research offered by proponents or opponents of particular policy issues. Focuses on the practical use and interpretation of multivariate methods. Covers topics such as MANOVA, MANCOVA, multiple regression, exploratory factor analysis, discriminant analysis, and scale analysis. Introduces advanced topics such as structural equation models, generalized linear models, and hierarchical linear modeling.

Ms. Tighe

HS 403b Qualitative Research*Open to Ph.D. students only.*

Acquaints students with the theory and practice of qualitative research. Provides basic experience in pure observation, participant observation, keeping memos and field notes, in-depth interviewing, interpretation, and presentation of findings. Readings and discussion focus on philosophical, historical, theoretical, and foundations of qualitative methods and their practical relevance for social policy. Students will also become familiar with key aspects of qualitative research and will grapple with issues related to reliability and validity, as well as political and ethical dimensions of qualitative research.

Ms. Williams

HS 404b Applied Regression Analysis

This is an applied course in multiple regression analysis. Emphasis is placed on the assumptions underlying the regression model, how to test for violations, and corrections that can be made when violations are found.

Mr. Fournier

HS 405a Applied Econometrics*Prerequisite: HS 404b. Limited to second year students in The Heller Ph.D. program.*

Focuses on applications of regression analysis and extensions to areas where the standard assumptions do not hold. Introduces applications of logit and its extensions, probit, corrections for censoring and sample selection bias, and simultaneous equations. Each student will design and carry out a research project.

Mr. Friedman

HS 407b Survey Research Methods*Prerequisite: HS 404b or equivalent.*

Focuses on processes and techniques of survey research methods. Special attention is devoted to different modes of questionnaire design, development, and administration. Implementation issues considered include interviewing strategies and other data collection procedures, field supervision, code book development, and documentation data management. Data analysis issues include scale and index construction, reliability and validity assessments, and general analysis strategies.

Ms. Krauss

HS 408a Evaluation Research*Prerequisite: Completion of a graduate-level research methods course.*

Provides participants with an understanding of the basic concepts of evaluation research and their application to a diverse set of social policy problems. Emphasizes methodological issues and their application to social interventions and the delivery of human service programs. Exemplars of the application of evaluation research strategies are drawn from specific social intervention problems in social services, mental health, education, criminal justice, and healthcare. Students also have a chance to design their own evaluation study in an area of their own interest.

Mr. Saxe

HS 409a Advanced Econometrics*Prerequisites: HS 404b and HS 405a.*

Builds on the Econometrics course to further develop students' skills in using multivariate statistical techniques, particularly for time-series and longitudinal data. Based on examples from human-service and health care research. Students read/critique papers using each technique studies, and learn to apply it in computer lab.

Mr. Hodgkin.

HS 410b Applied Research Seminar:**Quantitative**

Designed to provide students with a series of formal exercises simulating the major steps in the dissertation process. Students gain competency in manipulating data from a large, complex data set; summarizing the methodology of and findings from previous studies; and synthesizing and communicating the results of data analysis—placing study objectives and results in the context of prior research.

Mr. Ritter

HS 411b Applied Research Seminar:**Qualitative***Prerequisite: HS 403b or permission of instructor.*

Provides students with hands-on experience in qualitative research, with an emphasis on data analysis and presentation. A series of exercises reviews the process of research from design through presentation of findings.

Using a large qualitative data set, class members explore data collection, preparation, and analysis strategies. Readings and discussion link qualitative analysis to crucial research design and validity issues. Each student completes a data analysis project and presents work in progress.

Ms. Francis

HS 412b Substance Use and Societal Consequences

Provides an overview of the use and abuse of alcohol, tobacco, and other drugs. Examines the consequences of abuse from a societal perspective and reviews types of policy approaches to dealing with the problems associated with substance abuse. Specific topics include an overview of biological and clinical aspects, theories of addictive behavior, epidemiology, medical and economic consequences, prevention and education, and policy approaches including taxation and regulation.

Ms. Horgan and Mr. Sciegaj

HS 414f Ethical Issues in Social Science Research*Meets for one-half semester and yields half-course credit.*

Provides students an opportunity to explore the ethical dimensions of social science research. Ethical considerations are an integral part of social sciences research because such research often involves the use of human participants from vulnerable populations. While social science researchers are expected to have an understanding of the ethical issues associated with their discipline, few have the opportunity to develop this knowledge. In this course students examine different topics associated with research design, data collection, data interpretation, and publication of study findings.

Mr. Sciegaj

HS 422f Cost-Effectiveness*Meets for one-half semester and yields half-course credit.*

Addresses the application of the technique of cost-effectiveness analysis to evaluate health and other types of programs, in the United States and in developing countries. Presents the theoretical foundations of cost-effectiveness analysis, with frequent references to the findings of the 1993 Panel of Cost-Effectiveness Analysis convened by the U.S. Public Health Service. Uses interactive discussions and computer exercises where students learn to perform cost-effectiveness analyses and apply the technique to a problem of their choice. The course is appropriate for Ph.D. and master's students in the M.M./M.B.A. and SID programs.

Mr. Shepard

HS 423f Policy Analysis*Meets for one-half semester and yields half-course credit.*

Provides an overview of approaches and tools to policy analysis and an assessment of their strengths and limitations. Begins with a brief overview of the stages of policy process including policy formulation, rulemaking, and implementation. Includes a survey of policy analysis quantitative techniques. Considerable attention is spent probing imbedded assumptions in each model.

Focuses on the impact of values on policy analysis and the goals of efficiency, equity, security, and liberty. The ethics and role of the policy analyst is discussed, and students have the opportunity to write and present a policy analysis critique.

Mr. Doonan

HS 424f Meta-Analysis

Meets for one-half semester and yields half-course credit.

Increases participants' understanding of the principles, purposes, and applications of meta-analysis/systematic research synthesis in social policy research. The methods of systematic research synthesis have been most fruitfully employed in educational and health services research so most course examples come from these fields. Students read examples of systematic literature synthesis and begin development of a review on a self-selected topic. Offers an opportunity to learn basic techniques in meta-analysis, understand the potential and limits of the most commonly used quantitative meta-analytic techniques, read examples of published health services research applications, and begin applying meta-analytic techniques.
Mr. Capitan

HS 425f Case Study Methodologies

Meets for one-half semester and yields half-course credit.

Provides students with the preliminary tools to conduct and critique case studies. Begins with an examination of the appropriateness, strengths, and weaknesses of this method. Threats to internal and external validity are examined along with techniques to properly collect and document data from multiple sources. Techniques are reviewed for case selection, data analysis, and study presentation. The final class is spent critiquing actual case studies.
Mr. Doonan

HS 443a Social Forecasting Methodology

Prerequisite: HS 404b and knowledge of computer procedures.

Introduces students to methods of analysis for time series data. Topics include univariate and multivariate ARMA models and spectral analysis. Students will complete a project using time series data.
Mr. Jones

HS 472b Policy and Program Implementation

Provides doctoral students with frameworks of use for the study of the implementation of public policies. Considers the implementation process in the United States from a board perspective, ranging from the context of legislation and the role of courts to how the role of street-level bureaucrats can be studied. Political science, organizational theory, and sociological perspectives are used to develop frameworks for understanding the process through which public policy is realized and how it impacts institutions and individuals.
Mr. Prottas

HS 503a Social Issues and Problems: Inequality and Work

Provides students with a deeper understanding of the structure of the economy and of why the distribution of earnings, wealth, and opportunity have been diverging in the United States and other advanced nations. Intended to provide insights into the consequences of this divergence, and possible means of reversing it. Classes begin with a particular case-study, but expand to include background readings.
Mr. Reich

HS 507f State Health Policy

Meets for one-half semester and yields half-course credit.

Examines the role of the states in the U.S. health care system. Provides an overview of state activities in health, including state responsibilities for managing health programs and institutions. Models to understand the nature of policy-making and politics in states is presented and discussed. Examines major state health programs such as Medicaid. Outlines and explores the policy and legislative process. State efforts to reform their healthcare systems are discussed with special attention to implementation issues, barriers, limits of state action, and prospects for the future of state health reform. Students are required to undertake team research projects.
Mr. McDonough

HS 508f Managed Care

Meets for one-half semester and yields half-course credit.

Provides an overview of the evolution and taxonomies of managed care, and describes some of its most significant organizational and operational characteristics. Specific areas of focus include its role in Medicaid and Medicare, as well as special strategies such as those adopted for behavioral health care. Draws upon health policy and management literature to inform a discussion about future directions for managed care.
Ms. Bhalotra

HS 509a Achieving Goals: Implementation and Evaluation of Social Policies and Programs

Prerequisite: Completion of all required management courses in the M.M. program.
For students who have learned how to manage in a health or human services policy environment, and wish to know whether the public policies they are helping to implement are working. Reviews methods, tools, and strategies to help managers assess measurable impacts of implementation of policies and programs. Teaches students how to assess policies and to evaluate programs—what evaluation is, how to do it, and most importantly, how to critically review studies done by others.
Mr. Hahn

HS 510a Methods in Behavioral Health Services Research

Aims at (1) becoming familiar with the quantitative methods used for health services research in the fields of mental health and substance abuse by reading key papers and discussing them; (2) becoming knowledgeable about the important research studies in mental health and substance abuse; (3) becoming an informed, critical consumer of research and, therefore, a better producer; and (4) becoming able to design a study and write a proposal for external funding.
Mr. Hodgkin

HS 511b Contemporary Issues in the Management of Child, Youth, and Family Services

Managing human service systems and programs to benefit children, youth, and families in America today means managing people in a time of fiscal constraint; dramatic social, economic, and political change; and on the other hand, in a time of great organizational and civic innovation. Builds on the analytic tools students have begun to hone in the master's program and helps them learn how to apply these tools to effectively implement policies and programs in the not-for-profit sector.
Ms. Curran

HS 513a Issues in National Health Policy

An overview of the U.S. health care system is followed by a critical analysis of the major issues and trends in the health care field. Examines the role of private and public financing programs with particular attention paid to developing a rationale for understanding the relationship among the federal government, state governments, and private health care providers. Also explores the reasons behind rising health care costs and efforts to alter payments to providers; the changing delivery system with particular emphasis on the evolution of managed care; governmental regulatory efforts; and the efficiency and effectiveness of introducing more competition in the health field versus strengthening a regulatory system.
Messrs. Altman and Wallack

HS 515a Race/Ethnicity, Gender in Human Services Research

Explores theoretical and empirical approaches to race/ethnicity and gender as factors in health and human services practices, programs, and policies in the United States. Begins by examining current data on racial/ethnic and gender differences in health, mental health, function status, and life-style. Attention then turns to alternative accounts of the causes of these differences. Although primary focus is on patterns of race/ethnicity and gender differences in outcomes and services that have received the most comprehensive attention, the course offers perspectives on research methods and analytic frameworks that can be applied to other issues.
Mr. Capitan

HS 518a Health Care Management

Introduces students to the concepts, theories, and practical problems of managing people in health care organizations. Case material is drawn from hospital, HMO, group practice, public health agency, and for-profit company settings. Students gain a better understanding of the range of strategic and operational problems faced by managers, some of the analytic tools to diagnose problems, and the role of leadership (and management) in improving performance.

Mr. Chilingerian

HS 519a Health Economics

Prerequisite: An introductory microeconomics course.

Economic models of demand, production, and markets for goods and services can be used to analyze the key resource allocation questions in health care. Applies economic models to questions of demand concerning the utilization and distribution of health care and to questions of supply, encompassing issues of cost, efficiency, and accessibility of care. The incentives and behavior of consumers and producers of health care are considered using these models.

Ms. Bishop

HS 520a Payment and Financing of Health Care

Examines current payment practices to health care providers, the problems with current methods and possible modifications. Focuses only upon hospital care, physician services, and prepaid plans. Payment and performance of managed care organizations are covered in more depth, including the relative contributions of organizational structures, rules, and incentives.

Mr. Wallack

HS 521a Political and Organizational Analysis in Health Policy

Focuses on refining the analytical skills useful to students for understanding the political organizational factors influencing health care and health care policy. The readings and issues discussed are not a survey of current issues in health politics. Most readings were selected because they represent an innovative, interesting, or challenging piece of analysis. The goal of each class shall be to identify and critique the core arguments of the work, the conceptual categories and assumptions on which it is based, and the data presented in its support.

Mr. Prottsa

HS 523a Economics of Aging

Provides students with experience in applying social policy analysis to issues related to the economic status of the elderly. Discusses the economic impact of demographic aging, measures of economic status, work and retirement policies, social security, employer-sponsored pensions, means tested programs for the elderly, and potential "intergenerational conflict."

Staff

HS 524a Long-Term Care: A Policy Perspective

One of the most important health policy issues facing the nation is how to finance and provide long-term care for persons with chronic illness and disabilities. Uses historical and political economy frameworks to analyze the origins of current long-term care policies and programs. Topics covered include homecare, institutional care, concepts of need, informal care, choice and autonomy, acute care connections, integration, private approaches, international comparisons, and reform options. Primary focus will be on the aged, but other populations with disabilities will be considered.

Mr. Leutz

HS 525a Aging Issues and Policies

Provides students with a base of knowledge about the policy arena and the politics of aging, and an opportunity to explore selected policy issues in some depth. Focuses on a few areas that provide fertile ground for policy development and/or analysis, and has three components: (1) lectures covering background information; (2) discussions critically evaluating readings; and (3) student presentations. Projects and papers provide students opportunities to examine issues surrounding the design and implementation of particular policies, develop curriculum for particular topics, or undertake critiques of policies already in place.

Ms. Mutschler

HS 527b Law and Society: Gender Equality

Explores issues of gender equality that arise in different contexts, including the state's treatment of its citizens, in the workplace, and within the family. Central to the course is the study of women's lives including civil rights, sexual coercion, and exploitation of women. Examines three areas of study; history of women's rights and the development of constitutional protections, laws aimed at securing women's economic equality with an emphasis on workplace anti-discrimination provisions, and problems of violence against women and the law's response.

Ms. Hill

HS 528a Law and Society: Race and Class

Explores how race has been defined by law and used to uphold or undermine the principles espoused in the constitution and other sources of law in the United States. Issues discussed range from treatment of Native American at the nation's birth to the modern concept of affirmative action. Examines the significance of race in our society and explores the potential for connection between the findings of the President's Council and existing or potential law and policy. Explores racial inequality as an integrated social problem.

Ms. Hill

HS 529a Social Policy and Population Groups

Gives a broad introduction to some of the fundamental challenges for human services policies and programs that advance justice by examining alternative accounts of inequality and exclusion with respect to population characteristics such as: race/ethnicity, gender, disability, and age. Uses a range of demographic and social science concepts and methods to explore the changing definition, life chances, social and health program experiences, and political participation of groups defined by demographic and social location characteristics. Concludes with examination of social movements, policy approaches, and institutional restructuring as means to promote equality and inclusion.

Mr. Capitman

HS 540b Families, Work, and the Changing Economy

Prerequisite: ECON 2a for economics majors. Signature of the instructor required.

Looks at families in relation to social and private sector policies through a social science lens. Permits reassessment of social policies relating to families in light of changes taking place through the interaction of the changing economic context and the changing composition, racial/ethnic diversity, marital status, roles, economic status, and activities of families. Focuses on the role that social and private sector policies can play in improving family well being.

Ms. Kahne

HS 541b Knowledge, Politics, and Children

Engages students in a critical examination of the relationship between knowledge and advocacy, and the influence of both on the development of early childhood policy in the United States. Readings are drawn from academic and popular sources, including theoretical work, empirical studies, journalistic writings, and novels. Classroom discussion focuses on the analysis of "different ways of knowing" and different rules of evidence with respect to the resources, needs, and life circumstances of young children and their families. Selected child policy issues are examined from state-level and federal perspectives.

Mr. Shonkoff

HS 544a Vulnerable Children and Youth: Policy and Programmatic Responses

Signature of the instructor required.

Examines the status of and our response to the problems of children and youth who are at-risk of not becoming self-sufficient as young adults. Examines topical issues from a variety of perspectives, borrowing from recent literature on pre-school programs, education programs, second chance job training programs, teen parenting programs, comprehensive community change initiatives/community development, and anti-poverty initiatives.

Mr. Hahn

HS 549a Family Policy

Signature of the instructor required. A library intensive course.

Provides a general conceptual framework for understanding development of family policy in the United States since 1950. Changes in the family economy and family structure have transformed women's and men's roles with profound implications for children and care giving. Students examine key variations by class, race, ethnicity, and generation to discern the most promising directions for policies and programs in the future, given the risks faced by the post-nuclear family and the range of views held by advocates and critics. Ms. Giele

HS 552a Policy Issues in Disability Studies

Focuses on the major policy changes during the past two decades involving educational, social, residential and therapeutic services for children and adults with cognitive and physical disabilities. In addition to investigating these changes based on reviews of court decisions, legislation and historical accounts, selected topics will be analyzed in detail utilizing research reports. Students will become familiar with the current research literature on these topics and will be able to critically evaluate research findings and methods in the fields. Ms. Krauss

HS 570a Mental Health Policy and Management

Enables students to analyze major policy initiatives and trends, to apply their understanding to systemic problems and dilemmas facing the field, and to strengthen their ability to raise cogent questions for research in mental health. Explores the formulation of federal and state mental health policy and deals with such critical areas as managed care, children's mental health, legal issues, minorities, consumer impact, and other matters affecting the quality and distribution of services. Mr. Callahan

HS 572a Economics of Mental Health

Applies economic analysis to policy and research issues in the mental health sector, including cost-effectiveness, managed care, benefit design, and adverse selection. Studies the impact of different approaches to financing treatment and paying providers in both the public and private sectors. Mr. Hodgkin

HS 586a Issues in Substance Abuse Treatment

Provides an overview of issues related to clinical prevention and treatment services for alcohol, tobacco, and other drug abuse. Examines the organization, delivery, and financing of abuse services. Specific topics include the structure of the treatment system, access to service, the process of treatment, and the effectiveness, cost, cost-effectiveness, and quality of treatment. Examines the impact of managed care on the way services are organized and delivered and on clinical outcome. Ms. Horgan

Sustainable International Development**HS 264f Principles of Ecology for Development Planners**

Meets for one-half semester and yields half-course credit.

Introduces ecological principles that influence the sustainability of national and local development program throughout the world.

Mr. Kotagama or Staff

HS 265f Applied Ecology for Development Planners

Prerequisite: HS 264f. Meets for one-half semester and yields half-course credit.

Signature of the instructor required. Deepens the understanding of ecology through the exploration of case studies of development programs.

Mr. Klein or Staff

HS 266f Introduction to Development

Economics: Poverty

Meets for one-half semester and yields half-course credit.

Introduces economic principles that influence the sustainability of national and local poverty-alleviation programs throughout the world.

Staff

HS 267f Introduction to Development

Economics: Environment

Meets for one-half semester and yields half-course credit. Signature of the instructor required.

Introduces economic principles that shape environmental planning and sustainability.

Mr. Godoy

HS 268f Principles of Law and Development

Meets for one-half semester and yields half-course credit.

Through a primer on law and legal institutions we examine the use of the legal order to solve problems of poverty, vulnerability, and environmental degradation in developing nations.

Ms. Powell-Willingham or Staff

HS 269f Food Security and Nutrition

Meets for one-half semester and yields half-course credit.

Explores how international and national agencies define and measure food security and nutritional status and set goals for strategic interventions.

Staff

HS 270a Case Studies in Sustainable Development

A critical examination of specific cases illustrating the policies and practices that affect sustainability. In specific areas, students analyze data (e.g., food production, natural resources, energy, demography, and health) and grapple with the decisions that confront planners. Usually offered every year.

Mr. Simon and Staff

HS 271a Master's Seminar in Sustainable Development I

Serves as a forum for new students, assesses skill levels, provides needed tutorials, orientation to methods of library research, and initiates planning and proposal writing for second year fieldwork. Usually offered every year.

Staff

HS 272b Master's Seminar in Sustainable Development II

Continuation of HS 271a. Considers policies, issues, and skills needed to manage and implement the development process. Topics may include project conceptualization; methods of planning, monitoring and evaluation; gender analysis; GIS; reaching the poor through micro-finance and other strategies; NGO and CBO management. Usually offered every year.

Mr. Godoy

HS 273b Applied Ecology in Sustainable Development

Applies basic concepts governing terrestrial and aquatic ecosystem functions to the special problems of development. Achieving sustainable management of ecological processes by preserving and restoring biotic integrity is presented in case histories. Compatibility of agriculture, forestry, and fisheries with habitat preservation will be discussed.

Mr. Klein

HS 274a and HS 274b Directed Readings in Sustainable Development

Usually offered every year.

Staff

HS 274f Directed Readings in Sustainable Development

Meets for one-half semester and yields half-course credit.

Usually offered every semester.

Staff

HS 275a and HS 275b Directed Research

Usually offered every year.

Staff

HS 275f Directed Research in Sustainable Development

Meets for one-half semester and yields half-course credit.

Usually offered every semester.

Staff

HS 276a and HS 276b Directed Readings in Monitoring and Evaluation

Usually offered every year.

Staff

HS 276f World Health

Meets for one-half semester and yields half-course credit.

A primer on major diseases and problems of health care in developing nations. Topics include descriptions of disease incidence and prevalence, including infectious, chronic, and mental disease; determinants of health, including culture and behavior; the role of

nutrition, education, and reproductive trends and poverty; demographic transitions, including aging and urbanization; the structure and financing of health systems; and the globalization of health.

Ms. Bhalotra

HS 277a and HS 277b Directed Readings in Gender and Development

Usually offered every year.

Staff

HS 277f The Project Cycle: Planning and Implementation

Meets for one-half semester and yields half-course credit.

Studies analytical methods utilized in developing planning. The issues and methods of project implementation are taught and drawing on case studies, the class examines the complex interactions between beneficiary communities, social mobilization, training, marketing strategies, and other factors that affect achievements.

Mr. Raheem or Staff

HS 278b Law and Society: Human Rights, Coexistence, and Sustainable Development
Scholars and practitioners of contemporary human rights law, conflict transformation initiatives, and sustainable development have acknowledged the need for greater integration and cross pollination across the fields. Based on a review of current developments in each of these areas, we highlight opportunities for potential integration of these approaches.

Law and Society is a joint course between The Ethics Center and the SID Program. It is open to juniors and seniors as well as all graduate students.

Ms. Powell-Willingham

HS 278f The Project Cycle: Monitoring and Evaluation

Meets for one-half semester and yields half-course credit.

Explores issues and methods of development project monitoring and evaluation, including economic, social, and environmental issues, and how these functions are critical to project management.

Mr. Raheem or Staff

HS 279f Methods of Community Mobilization and Planning

Meets for one-half semester and yields half-course credit.

Examines concepts and methods of participatory planning that involve intended beneficiaries in project planning.

Staff

HS 280f Micro-Enterprise Development and Finance

Meets for one-half semester and yields half-course credit.

Covers a broad range of operational issues in building viable micro-finance institutions to nurture small community economic development initiatives.

Mr. Ashe or Staff

HS 281f The Learning Organization: Research and Advocacy

Meets for one-half semester and yields half-course credit.

Introduces concepts and methods for using organizational program experience to strengthen internal management, program planning, and public policy. Examines the experience of noted NGOs.

Staff

HS 282f Environmental Impact Assessment
Meets for one-half semester and yields half-course credit.

A primer on the basic concepts and methods of formal Environmental Impact Assessments.

Staff

HS 283f Gender and Development

Meets for one-half semester and yields half-course credit.

Gender, as a social construct, is explored in diverse cultures and societies. Examines its major influence on the development process.

Ms. Williams or Staff

HS 284f Gender Analysis in Development Planning

Meets for one-half semester and yields half-course credit.

Examines recent concepts and methods for gender analysis as an integral factor in program planning across cultures.

Ms. Williams or Staff

HS 285f Right-based Approach to Development

Meets for one-half semester and yields half-course credit.

Explores the history and theories of human rights as they apply to development and proposes a rights-based approach to development that could advance the interests of the poor.

Mr. Raheem or Staff

HS 286f Civil Society and Non-Governmental Organizations

Meets for one-half semester and yields half-course credit.

The phenomenal growth in Non-Governmental Organizations throughout the world in the past two decades has transformed the delivery of development assistance and relationships between the north and south. We examine the nature of NGOs and the emerging civil society.

Mr. Simon or Staff

HS 287f Land Reform: Models and Experience

Meets for one-half semester and yields half-course credit.

Examines the evolution of land reform theory and practice around the world, including the current model encouraged by the World Bank.

Mr. Simon or Staff

HS 288f Sustainable Energy: Technology and Economics

Meets for one-half semester and yields half-course credit.

On global and community levels energy remains a constraint to development and often has negative environmental impacts. Technologies for cheap and renewable energies are opening up new possibilities for poor communities. Explores several of those technologies and their economics.

Messrs. Kamal, Abt, Lange, or Staff

HS 289f The Demographics of Development
Meets for one-half semester and yields half-course credit.

A primer on population growth and the socio-economic dynamics of reducing fertility rates.

Ms. Holcombe

HS 294f Regional/Country Development Studies

Meets for one-half semester and yields half-course credit.

Section 1 Puerto Rico/United States

Section 2 Tibet/China

Section 3 Cuba

Staff

HS 295f Natural Resource Development Planning

Meets for one-half semester and yields half-course credit.

Investigates major issues of natural resource management affecting the sustainability of development.

Mr. Godoy

HS 296f Managing Information for Development, Project Planning, and Reporting

Meets for one-half semester and yields half-course credit.

Introduces standards and methods for Management Information Systems required by major international agencies and helps planners think through what information is necessary for management and planning of development projects.

Staff

HS 297f Introduction to Geographic Information Systems

Meets for one-half semester and yields half-course credit.

A primer for non-specialists on GIS and its capabilities as a tool for planning and monitoring for sustainable development.

Usually offered every year.

Staff

HS 298f Development Management

Meets for one-half semester and yields half-course credit.

Examines contextual factors that influence the implementation of development, as well as the management skills necessary to implementing sustainable development programs.

Ms. Holcombe

HS 299f NGOs and the Development Process

Meets for one-half semester and yields half-course credit.

Northern and southern NGOs have emerged as major actors in the field of development. Students build a typology of NGOs, examining issues of mission, structure, governance, funding, and NGO methods of participatory planning and evaluation.
Mr. Simon

HS 300f Integrated Conservation and Development

Meets for one-half semester and yields half-course credit.

Conservation biologists and economic development planners have often had conflicting priorities and means. The class reviews methods of achieving biodiversity, conservation, and community development through an integrated approach.
Staff

HS 301f Understanding Energy for Sustainable Development

Meets for one-half semester and yields half-course credit.

Led by a physicist, this seminar introduces development planners to the scientific basis for energy choices, environmental consequences and appropriate applications.

HS 302f Theories of Development

Meets for one-half semester and yields half-course credit.

Focuses on the alternative available theories proposed in the first and third worlds as potential guides for explaining and finding solutions to development problems.
Ms. Seidman

HS 303f Legislative Drafting

Meets for one-half semester and yields half-course credit.

Provides students with a sufficient background in legislative theory, methodology, and techniques to enable them to conceptualize how to translate policy into effectively implemented law.
Ms. Seidman

HS 304f Regional Development Studies

Meets for one-half semester and yields half-course credit.

Examines the experience of one group of countries at developing joint efforts at development trade, cross-boundary environmental management, and conflict resolution.
Staff

HS 305f Environmental Treaties

Meets for one-half semester and yields half-course credit.

Studies major goals and implementation mechanisms for selected international environmental conventions and protocols. Also provides students with a basic understanding of the scientific underpinnings for each treaty (for instance the nature of ozone depleting substances and their effect on the atmosphere).
Mr. Kotagama

Noncredit Dissertation Seminars

HS 600c-01 Aging Policy Dissertation Seminar

HS 600c-02 Family and Child Policy Dissertation Seminar

HS 600c-03 Health Policy Dissertation Seminar

HS 600c-04 Work, Inequality, and Social Change Dissertation Seminar

Department of History

Courses of Study:
Major (B.A.)
Combined B.A./M.A.
Master of Arts
Doctor of Philosophy

Objectives

Undergraduate Major

The major in history seeks to provide students with a broad introduction to the development of the modern world. The major is flexible, enabling students to devise individual programs tailored to their own specific needs and interests. In consultation with their faculty advisor, students should design a major that makes sense in terms of their other course work and career plans. This major strategy will be different for each student. A student planning a professional career in history, for example, will certainly want to take a broad variety of courses, perhaps do a junior tutorial (HIST 98a or 98b), write a senior thesis (HIST 99d), and master the foreign languages required for that area of specialization. Students interested in other careers, such as law or business, will design programs of study that complement their course work in other departments and programs (for example, legal studies or economics). The department strongly recommends that students acquire geographic and chronological breadth, which is best provided by our set of two-semester surveys in American, Asian, European, and Latin American history. Apart from taking one or more of these surveys, students should also select appropriate offerings from our more advanced courses that are thematic or national in scope and that permit more intensive analysis. The department is deeply committed to the development of writing and analytical skills, which are invaluable and transferable, regardless of future career—be it higher education, teaching, law, business, or public service. The advanced courses, with smaller classes, provide an ideal opportunity to develop those skills.

Graduate Program in Comparative History

The Graduate Program in Comparative History leads to the degree of Doctor of Philosophy. Applicants wishing to take only the degree of Master of Arts may apply for admission to the M.A. program described below. Deadline for applications to the Ph.D. program is January 15; for applications to the M.A. degree program, it is July 1.

The graduate program trains students to approach the past from a comparative perspective. This method represents the most fruitful way to interpret the past, and the program fosters it in two ways. First, students specializing in European history will develop expertise in two broad fields of history—either medieval and early modern or early modern and modern. Students specializing in non-European history will master two comparable fields. Second, all students will study their fields from a thematic approach that transcends national boundaries and moves away from conventional periodization.

The comparative history program gives students a broad understanding of historical developments and fosters the ability to make cross-cultural comparisons. The thematic approach is central to the process. The Brandeis history faculty is exceptionally diverse in its interests and offers the student a variety of approaches to the past, such as the study of political structure, social relations and institutions, women and the family, war and diplomacy, psychohistory, culture, or thought. Each student will read widely on two topical areas, and in the process learn what developments were unique and which ones were comparable over time and space.

Finally, students will take an outside field beyond the areas of their qualifying examinations. This may be in another area of history such as the history of the United States, Latin America, Middle East, Africa, East Asia, Jewish history, or the history of science. It may also be in related programs such as anthropology, economics, English and American literature, literary studies, Near Eastern and Judaic Studies, politics, or sociology.

The program is designed to prepare students for the competitive academic environment of the next decade. It trains them in methods of historical research and equips them to teach a broad range of subjects. On a deeper level, comparative history fosters intellectual flexibility and interdisciplinary skills that can be creatively employed inside and outside academia.

A small, select student body will work in close cooperation with the faculty. Most instruction will take place in seminars specifically designed for graduate students or in individual conferences with faculty advisors. From the beginning, the curriculum will help students prepare for their qualifying examinations and guide them toward eventual dissertation research.

During the first year, students must prepare a major research paper on a topic chosen in consultation with a principal advisor. The paper may be comparative in research (involving two or more symmetrical case studies), or it may focus upon a single case (with that research informed by a reading of secondary literature on similar cases). The paper constitutes the major intellectual enterprise of the first year, and students devote one-quarter of their time to it. Students must also enroll in HIST 210a (Historical Research: Methods and New Departures). During their first two years of residence, students must also enroll in comparative history seminars that treat significant problems in a comparative perspective and introduce students to the methods and issues of comparative history. European specialists will also enroll in two introductory graduate colloquia, which cover the early modern and modern periods. Finally, before they may take the qualifying examination, all students must complete a tutorial or other work focusing on a part of the world geographically or chronologically removed from their principal area of specialization with a view to gaining a comparative perspective on their major research interest.

Students specializing in European history are expected to have a general mastery of a major and a minor field of history, either medieval, early modern (1450-1750), or modern (1750-present). Students specializing in non-European history will present a major and minor field approved by the executive committee. Two faculty members examine in the major field; one faculty member shall examine for the minor field. First- and second-year colloquia shall provide the basic groundwork for field preparation. By the beginning of the fourth semester the student must submit a working oral bibliography, which will serve as the basis for the qualifying exam, to be administered at the end of the fourth semester. The exact delimitation of the major and minor fields is to be made by the student and examiners, with the formal approval of the chair of the Comparative History Program.

Students should normally plan to complete all work for the doctorate, including the dissertation, within eight years after entering the program; prolongation of study past the eighth year takes place on a case-by-case basis.

Graduate Program in American History

The Program in American History offers two graduate degrees: Master of Arts and Doctor of Philosophy. Its curriculum is designed to help students gain a comprehensive understanding of American history and mastery of historical research and writing.

Its flexible program of study allows students to work closely with the faculty in independent reading and research courses. Individual courses of study are developed for each student, to help in preparation for qualifying examinations, and as preparation for dissertation research. Normally, the first year's work is concentrated in American history, and centers on directed research and a critical approach to problems of historiography. Second-year students are encouraged to complete their preparation in their examination fields through directed readings and relevant courses. Applicants should note with care the four parts of the examination, specified under Degree Requirements, in which all students are expected to demonstrate proficiency. Studies in related fields are arranged individually with appropriate members of the University's graduate faculty. For students with appropriate qualifications, there are opportunities for advanced study and research at neighboring universities in such fields as legal, business, and religious history.

How to Become an Undergraduate Major

Students normally begin their studies with one of the general courses in historical studies and then go on to more advanced courses. To declare and design a major, the student should first see the undergraduate advising head, together they will select as advisor a faculty member who seems best suited to that student's interest and area of future work. The advisor and student will then select a course of study that gives greatest coherence to the student's other course work and career plans.

How to Be Admitted to the Graduate Program

Comparative History

The general requirements for admission to the Graduate School given in an earlier section of this *Bulletin* apply. Students with a sound preparation in history and who have demonstrated unusual imagination and critical insight will receive special consideration. Undergraduate majors in the other social sciences or in allied fields such as comparative literature may, however, apply. Applicants should submit a sample of written work, preferably in history.

Students may be admitted for full- or part-time work. Partial scholarship assistance is available for a limited number of exceptional candidates.

American History

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission. An undergraduate major in history is the preferred preparation for admission, and the student's undergraduate curriculum should include some fundamental courses in American history and related fields in the social sciences or humanities. Students with the M.A. degree in history or a professional degree in law or other related fields are especially invited to apply. Prospective students interested in Crown Fellowships or the special arrangements for study in professional fields at neighboring universities, noted above, should submit applications by February 1.

Faculty

Paul Jankowski, Chair

Modern European and French history.

Silvia Arrom, Latin American Studies Program Chair

Latin America. Women's history. Social history.

Rudolph Binion

Modern history. Culture and thought. Psychohistory.

Eugene Black

Modern history. Political and social institutions.

David Engerman, Graduate Advising Head for American History

History of American foreign policy. International and cultural history.

David Fischer

Modern history. Social institutions.

Gregory Freeze

Russia and Germany. Social and religious history.

Marcus Hellyer

History of science. Early modern Europe.

Mark Hulliung

History of ideas. Political theory.

Jacqueline Jones

American southern and women's history.

Jane Kamensky

Colonial America. American social and cultural history.

William Kapelle, Undergraduate Advising Head

Medieval history.

Alice Kelikian, Graduate Advising Head for Comparative History

Modern history. Social institutional history.

Kathleen Martin

Nineteenth-century Britain. Social and religious history. Post-colonial issues. Comparative study of East Asia and Europe.

John Schrecker, East Asian Studies Program Chair

East Asian history and civilization. Sino-Western relations.

Govind Sreenivasan

Early modern European history. Germany.

Michael Willrich

Legal history.

The following members of other departments are affiliated with the Department of History:

Joyce Antler (AMST), Avigdor Levy (NEJS), Antony Polonsky (NEJS), Benjamin Ravid (NEJS), Jehuda Reinharz (NEJS), Jonathan Sarna (NEJS), Silvan Schweber (PHYS), Stephen Whitfield (AMST).

Requirements for the Undergraduate Major

All majors are expected to complete satisfactorily at least eight semester courses in history from among the HIST and cross-listed offerings. No course grade below a C will be given credit towards the major requirement of eight courses. Students who wish to take more than one course numbered under 50 must have written approval of the department advising head. Acceptable AP scores in American or European history exempt majors from equivalent course(s) but do not reduce the total number of courses required to complete the major. A minimum of six courses counted toward the major must be taught by members of the history faculty, except that transfer students and those taking a year's study abroad may offer up to four semester courses taught elsewhere depending on individual circumstances, and need take only four courses taught by members of the history faculty. To apply such transfer courses to the history major, a student must obtain the approval of the department advising head.

In addition, HIST 98a and 98b (Readings in History) may be taken by students on a subject of particular interest to them that is not covered in the regular curriculum or as a supplement to work on the Senior Honors Thesis. (The consent of the instructor is required.) HIST 99d (Senior Research), which must be taken in addition to the regular eight-course requirement, enables students to undertake an honors thesis and is required for degrees granted with distinction.

The major can be combined with other programs of study, such as Latin American studies or Russian and East European studies. Students should consult their advisors to design a major that best complements the requirements of other programs.

Combined B.A./M.A. Program

Students with exceptional records may apply for the B.A./M.A. Program in either comparative history or American history. Applications to either graduate program must be made no later than May 1 preceding the senior year. Consultation with the advisor is highly recommended by the beginning of the sixth semester; transfer students should apply by the fourth semester of residence. All applications should include a proposed course of study, specifying how all degree requirements will be met. Grades of B- or better are required in the 100-level courses. The total number of courses required for completion of a B.A./M.A. program is 38, of which at least four must be at the graduate level and not counted toward the major requirements.

Requirements for the Degree of Master of Arts

Comparative History

This one-year, full-time program has the following requirements:

Each student must pass an examination in one foreign language.

Each student will complete the first-year program as defined for the graduate program in comparative history.

An M.A. degree in history will be awarded to those students who have satisfactorily completed one year of residence as full-time students, completed the mandated first-year courses, fulfilled the language requirement, and completed their research seminar requirement.

American History

Students who are admitted for a terminal M.A. degree must complete one full year of course work and the foreign language requirement. Courses will include the two-semester colloquium in American history, a major research project, and four other courses approved by the executive committee.

Requirements for the Degree of Doctor of Philosophy

Comparative History

Program of Study

During the first year in the program, students will complete a M.A. thesis over two semesters and take four graduate seminars or colloquia. During the second year in the program students will take six new courses, consisting of graduate seminars, individual readings tutorials, and one course of study in a field outside the program.

Teaching Requirement

As part of the graduate training program, Ph.D. students are required to participate in undergraduate teaching, normally during their second, third, and fourth years.

Residence Requirement

The minimum residence requirement for doctoral students is three years.

Language Requirement

The use of foreign languages is an essential tool for the comparative historian. Each student will be expected to pass in the first year one language examination testing the ability to read historical prose with a dictionary. The second language examination must be passed before taking the qualifying examination. All students in European history must normally show competence in French and German. Medieval students must also offer Latin. Students may in some instances petition to substitute a language appropriate to their research interests for either French or German.

Qualifying Examination

Each student will take the qualifying examination at the end of the fourth term. Any student who has failed to complete the qualifying examination by the fifth term will be dropped from the program.

Dissertation Prospectus

The student will normally define a dissertation topic in the term preceding the qualifying examination but in no case later than the end of the fifth term in the program.

For the dissertation prospectus, students will make an oral presentation setting their proposed topic in comparative perspective.

Dissertation Defense

When the student's dissertation committee accepts the completed dissertation, the candidate must defend it at the Final Oral Examination.

American History

Program of Study

Doctoral candidates must complete three years in residence at Brandeis and a minimum of 16 semester courses. Programs of study and major will be formulated for each student, subject to the approval of the executive committee. An average of at least A- is normally required for continuation in the program.

Incoming students normally will be expected to take two double-credit courses of Directed Research in American History in their first year of residence. The committee may, at its discretion, grant a student transfer credit of up to one year toward the Ph.D. residence requirement for relevant graduate or professional work done elsewhere. Application for such credit shall be considered only after a student has completed one term's residence in a full-time program. The second 300-level Directed Research course may be waived by the committee on the basis of a master's thesis or comparable research project at the graduate or professional level done elsewhere. In the first year all students enroll in the Colloquium in American History.

Teaching Requirement

As part of the graduate training program, Ph.D. students serve as teaching fellows for four semesters, normally during their second and third years of study. All teaching fellows enroll in a section of HIST 340a and b, which provides supervision as well as instruction in the aims and techniques of teaching American history at the college level.

Residence Requirement

The minimum residence requirement for doctoral students is three years.

Language Requirement

A high level of reading proficiency in one foreign language is required of all students. Students are expected to pass the language examination during the first year of residence. The completion of language requirements at another university does not exempt the candidate from the Brandeis requirement.

Qualifying Examination

Each doctoral candidate must pass at the doctoral level a qualifying examination in the following four fields: (1) general American history, one examiner to be in early American history and the other in modern American history; (2) a period of specialization in American history; (3) an area of comparative modern European, Asian, Latin American, or African history; (4) a related discipline in the social sciences or humanities, or a subdiscipline in history.

All proposed fields must be submitted in writing and approved by the executive committee. The period of specialization will normally be selected from the following: 1607-1763, 1763-1815, 1815-1877, 1877-1914, 1914-present.

The comparative history field may focus on such themes as 19th-century emigration/immigration, 18th-century American and European political and social philosophy, the history of the modern family, or the frontier in global perspective. The fourth field may involve training in politics, international relations, or literature, for example, to provide perspectives and methods that can illuminate historical problems. Or it can involve a subdiscipline in history that has a distinctive subject matter and methodology, such as American social, legal, ecological, or intellectual history.

Students entering the program without previous graduate training in American history are expected to take the qualifying examination no later than the end of their fifth term of residence and must pass the examination by the end of the sixth term. Students who have earned an M.A. degree in history elsewhere are expected to take and pass the qualifying examination by the end of their second year in the program.

Qualifying examinations will be taken separately for each of the fields, with the general American field coming at the end. For each of the fields (2), (3), and (4), as above, the student will choose one appropriate faculty member with the approval of the chair of the program. That faculty member, in consultation with the student, will define the requirements, course of preparation, and mode of examination (written and/or oral) for the field.

For the general American field, the chair will appoint two members of the executive committee as examiners. The two faculty members in consultation with the student will define in advance the major themes or problems on which the examination will be based. So far as possible, fields (3) and (4), as above, should be selected with a view to broadening and deepening the student's understanding of his/her American history fields and providing valuable background for the dissertation work.

With the consent of the chair and the professor concerned, qualified students in appropriate cases may be examined in fields (3) or (4), as above, by a faculty member at another university. Moreover, with the consent of the executive committee, examinations in fields (3) or (4), as above, may be waived for students with the M.A., J.D., or other advanced degrees.

Dissertation

During the early stages of their dissertation work students are expected to present a prospectus in a Works-in-Progress session attended by the program's students and faculty. When the dissertation is accepted by the committee, a Final Oral Examination will be scheduled at which the candidate must successfully defend his/her dissertation before the committee and other members of the faculty who may participate. In most cases a student's dissertation committee consists of the advisor, another American history faculty member, and an outside reader from another university.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

HIST 51a History of the United States: 1607-1865

[ss]
An introductory survey of American history to the Civil War. Usually offered every year. Will be offered in the fall of 2002.
Mr. Willrich

HIST 51b History of the United States: 1865 to the Present

[ss]
An introductory survey of American history to the Civil War to the present. Usually offered every year. Will be offered in the spring of 2003.
Mr. Engerman

HIST 52b Europe from 1789 to the Present

[ss]
Analytical introduction to modern European history considering such issues as the French Revolution, economic and social modernization and the industrial revolution, the evolution of modern nationalism, imperialism and socialism, development of the world market, imperialism, diplomacy and war in the 20th century, Bolshevism and the decline of liberalism, modern totalitarianism, World War II, decolonization, the Cold War, the revival of Europe, and the revolutions of 1989. Usually offered every year. Will be offered in the fall of 2002.
Mr. Jankowski

HIST 55b The History of the Family

[ss]
Enrollment limited to 50.
A social history of the family in Europe from early modern to contemporary times. Topical emphasis on changing patterns in kinship and household structure, child rearing, sex-role differentiation, employment, and marriage. Usually offered every year. Will be offered in the spring of 2003.
Ms. Kelikian

HIST 71a Latin American History, Pre-Conquest to 1870

[nw hum ss]
Introduction to the historical foundations of Latin America: Amerindian civilizations, Spanish conquest, colonial economy and society, independence movements, and their aftermath. Usually offered every year. Will be offered in the fall of 2002.
Ms. Arrom

HIST 71b Latin American History, 1870 to the Present

[nw hum ss]
Modern Latin America, with stress on the interactions of economics, politics, and external dependency in the region. Usually offered every year. Will be offered in the spring of 2003.
Ms. Arrom

HIST 80a Introduction to East Asian**Civilization**

[nw hum ss]

Enrollment limited to 40.

A selective introduction to the development of forms of thought, social and political institutions, and distinctive cultural contributions of China and Japan from early times to the beginning of the 19th century. Usually offered every year. Will be offered in the fall of 2002.

Ms. Martin

HIST 80b East Asia: Nineteenth Century to the Present (China and Japan)

[nw hum ss]

Enrollment limited to 110.

The civilization of East Asia at the beginning of the 19th century, the impact of the West, the contrasting responses of China and Japan to the confrontation and the development and nature of their present societies. Usually offered every year. Will be offered in the spring of 2003.

Mr. Schrecker

HIST 98a Readings in History*Signature of the instructor required.*

Usually offered every year.

Staff

HIST 98b Readings in History*Signature of the instructor required.*

Usually offered every year.

Staff

HIST 99d Senior Research*Signature of the instructor required. Does not meet the major requirement in history.*

Seniors who are candidates for degrees with honors in history must register for this course and, under the direction of a faculty member, prepare an honors thesis on a suitable topic. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students**HIST 100a Fire and Ice: An Ecological Approach to World History**

[ss]

A survey of world history through the past 10,000 years, with particular attention to the choices that people have made in relation to their changing environment. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Fischer

HIST 103a Roman History to 455 C.E.

[hum ss]

Survey of Roman history from the early republic through the decline of the empire. Covers the political history of the Roman state and the major social, economic, and religious changes of the period. Usually offered every year. Will be offered in the fall of 2002.

Mr. Kapelle

HIST 110a The Civilization of the Early Middle Ages

[ss]

Survey of medieval history from the fall of Rome to the year 1000. Topics include the barbarian invasions, the Byzantine Empire, the Dark Ages, the Carolingian Empire, feudalism, manorialism, and the Vikings. Usually offered every second year. Last offered in the spring of 2002.

Mr. Kapelle

HIST 110b The Civilization of the High and Late Middle Ages

[ss]

Survey of European history from 1000 to 1450. Topics include the crusades, the birth of towns, the creation of kingdoms, the papacy, the peasantry, the universities, the Black Death, and the Hundred Years War. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Kapelle

HIST 112b The Crusades and the Expansion of Medieval Europe

[ss]

Survey of the relationships between Medieval Europe and neighboring cultures, beginning with the decline of Byzantium. Topics include a detailed look at the crusades, the Spanish reconquista, the crusader kingdoms, economic growth, and the foundations of imperialism. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Kapelle

HIST 113a English Medieval History

[ss]

Survey of English history from the Anglo-Saxon invasions to the 15th century. Topics include the heroic age, the Viking invasions, and development of the English kingdom from the Norman conquest through the Hundred Years War. Usually offered every third year. Last offered in the fall of 2001.

Mr. Kapelle

HIST 120a Britain in the Later Middle Ages

[ss]

Exploration of the critical changes in government and society in the British Isles from the late 14th to 16th century. Topics include the Black Death, the lordship of Ireland, the Hundred Years War, the Scottish War of Independence, economic change, the Tudors, and the Reformation. Usually offered every third year. Will be offered in the spring of 2003.

Mr. Kapelle

HIST 123a The Renaissance

[ss]

Culture, society, and economy in the Italian city-state (with particular attention to Florence) from feudalism to the rise of the modern state. Usually offered every second year. Last offered in the spring of 2002.

Mr. Kapelle

HIST 124b Science in the Ancient Medieval World

[ss]

Many of the central questions asked by science and the methods used to solve them were first developed in antiquity. This heritage was built upon in the Middle Ages and laid the groundwork for the Scientific Revolution. Examines primary texts and their social and cultural contexts. A comparative perspective is gained by an examination of science in non-western cultures, in particular China and the Islamic world. Usually offered every second year. Last offered in the spring of 2001.

Mr. Hellyer

HIST 125b Gifts, Commodities, and Alliances: Historical Perspectives on Exchange

[ss]

Enrollment limited to 15.

Explores the varieties of exchange in history, from the circulation of food, money, and marriage partners to the exchange of prayers, friendship, and violence. Readings include theoretical works in economics and anthropology, and historical monographs on the Western and non-Western worlds. Usually offered every third year. Last offered in the spring of 2000.

Mr. Sreenivasan

HIST 126a Early Modern Europe (1500-1700)

[ss]

Survey of politics, ideas, and society in Western Europe in the 16th and 17th centuries. Focuses on the changing relationship between the emerging modern state and its subjects. Topics include the development of ideologies of resistance and conformity, regional loyalties and the problems of empire, changing technologies of war and repression, and the social foundations of order and disorder. Usually offered every third year. Will be offered in the spring of 2003.

Mr. Sreenivasan

HIST 127b Household and Family in Late Medieval and Early Modern Europe (1300-1800)

[qr ss]

Enrollment limited to 15.

An examination of the fundamental building block of pre-modern European society. Topics include the demographic structures, economic foundations, and governing ideologies that sustained the household, as well as the repercussions of failure or refusal to live according to "normal" forms. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sreenivasan

HIST 128a Ecological Imperialism: the Environmental Consequences of Early Modern Expansion

[ss]

In the wake of Columbus, Eurasian humans, plants, animals, and microorganisms combined to completely change the human and ecological face of the New World. Focuses on changes in the Caribbean and

New England regions, but also offers comparative perspectives drawn from European encounters with other parts of the world. We conclude with an examination of the first glimmerings of an environmental consciousness among Western scientists. Usually offered every fourth year. Will be offered in the spring of 2003.
Mr. Hellyer

HIST 129b Science and Religion: The Trial of Galileo

[ss]
Tackles the thorny question of the interaction of science and religion. Focuses on that most (in)famous episode, the trial of Galileo. What was his crime? What role did the Church play? Also examines examples from other centuries. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Hellyer

HIST 130a The French Revolution

[ss]
The sources, content, and results of the French Revolution; its place in the broader context of the democratic revolution of the West. A study of the events and analysis of the elements involved. Usually offered every second year. Last offered in the fall of 2001.
Mr. Black

HIST 130b Poverty in Victorian London and Beyond

[ss]
Enrollment limited to 20.
Explores the problem from a variety of historical perspectives—social, demographic, economic, political, modern, contemporary, ethnographic, journalistic—to see how each can supplement and critique the others, advancing our understanding of poverty in this or any era. Special one-time offering. Will be offered in the spring of 2003.
Ms. Martin

HIST 131a The Scientific Revolution

[ss]
Science is now the dominant institution for understanding and manipulating the natural world. Many of its key elements—mathematical law, experiment, systematic observation, open communication—arose in the scientific revolution of the 17th century. This course examines the cultural and intellectual origins of modern science through the seminal works of Copernicus, Kepler, Galileo, and Newton. Usually offered every third year. Will be offered in the fall of 2002.
Mr. Hellyer

HIST 131b Science and Technology in the Twentieth Century

[ss]
Enrollment limited to 25.
The major scientific and technological advances since 1900 and their relations to the main intellectual currents. The relation of science to technology, social structure, and political institutions. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Schweber

HIST 132a European Thought and Culture: Marlowe to Mill

[ss]
Main themes and issues, modes and moods, in philosophy and the sciences, literature and the arts, from the skeptical crisis of the late 16th century to the Romantic upheaval of the early 19th. Usually offered every year. Will be offered in the fall of 2002.
Mr. Binion

HIST 132b European Thought and Culture since Darwin

[ss]
Main themes and issues, modes and moods, in philosophy and the sciences, literature and the arts, from mid-19th-century Realism to late 20th-century Unrealism. Usually offered every year. Will be offered in the spring of 2003.
Mr. Binion

HIST 133a Politics of the Enlightenment

[ss]
This course may not be repeated for credit by students who have taken POL 185b in previous years.
The Enlightenment as a source of the intellectual world we live in today. Examination of some of the political, philosophical, and scientific writings of the philosophers. Usually offered every third year. Last offered in the spring of 2002.
Mr. Hulliung

HIST 134a Nineteenth-Century Europe: From Revolution to National Unification (1789-1870)

[ss]
The demographic, economic, and French revolutions; Napoleonic imperialism; instability and revolt in restoration Europe; romanticism; urbanization and industrialization; revolutions of 1848; national unification and ethnic politics; the "liberal era." Usually offered every second year. Will be offered in the fall of 2002.
Mr. Black

HIST 134b Nineteenth-Century Europe: Nationalism, Imperialism, Socialism (1850-1919)

[ss]
The world of nation-states; urbanization and mature industrial societies; science and culture; attacks on liberal civilization; socialism, collectivism, and imperialism; domestic tensions and world politics. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Black

HIST 135b Evolution and Creationism in Historical Perspective

[ss]
How did Darwin reach his theory of natural selection? How did he draw on earlier work? Why has his theory still not convinced most Americans? Can you accept evolution but not natural selection? Why don't Creationists and Evolutionists understand each other? Usually offered every third year. Will be offered in the fall of 2002.
Mr. Hellyer

HIST 137a Evolution of the International System, 1815 to the Present

[ss]
The evolution of the modern international system from 1815 to the present. Focuses on the domestic bases of international strengths and changes in the balance of power from Napoleon to the end of the Cold War. Usually offered every fourth year. Will be offered in the fall of 2002.
Mr. Black

HIST 137b World War I

[ss]
Examines the opening global conflict of the 20th century. Topics include the destruction of the old European order, the origins of total war, the cultural and social crisis it provoked, and the long-term consequences for Europe and the world. Usually offered every second year. Last offered in the spring of 2001.
Mr. Jankowski

HIST 139b Fascism East and West

[ss]
A comparative analysis of dictatorship in Europe, Japan, and Latin America during the 20th century. Topical emphasis on the social origins, mass culture, and political organization of authoritarian regimes. Usually offered every third year. Last offered in the fall of 2001.
Ms. Kelikian

HIST 140a A History of Fashion in Europe

[ss]
Enrollment limited to 30.
Looks at costume, trade in garments, and clothing consumption in Europe from 1600 to 1950. Topics include sumptuous fashion, class and gender distinctions in wardrobe, and the rise of department stores. Usually offered every third year. Will be offered in the spring of 2003.
Ms. Kelikian

HIST 141b Studies in British History: 1830 to the Present

[ss]
Topics include Victorian society and culture, Britain in the world economy, liberalism, socialism, and the rise of labor, democracy, and collectivism between the wars, labor in power, mass culture, the Thatcher Revolution. Usually offered every second year. Last offered in the fall of 2001.
Mr. Black

HIST 142a Crime, Deviance, and Confinement in Modern Europe

[ss]
Examines the crisis of law and order in old regime states and explores the prison and asylum systems that emerged in modern Europe. Surveys psychiatry and forensic science from the Napoleonic period until World War II. Usually offered every third year. Will be offered in the fall of 2002.
Ms. Kelikian

HIST 142b Europe Since 1945

[ss]

Examines impact of the end of the Eurocentric world system, including the division of East from West Europe, the German question, the impact of decolonization, the involvement of the United States, the growth of the European community, and the collapse of communism. Usually offered every third year. Last offered in the summer of 2001.

Mr. Jankowski

HIST 145a War in European History

[ss]

Introduces students to the changing nature of war and warfare in European history since the Middle Ages. Explores the reciprocal influence of armies and societies and the ways in which wars reflect the cultures of the politics waging them. Usually offered every second year. Last offered in the spring of 2002.

Mr. Jankowski

HIST 145b Introduction to Modern France

[ss]

Explores French politics and society from 1789 to the present. Emphasis on the shocks from which it has had to recover, including revolutions, wars, and foreign occupation, the implantation of stable institutions, and the continuing role of intellectuals in French society. Usually offered every second year. Last offered in the fall of 2001.

Mr. Jankowski

HIST 146b Hitler, Germany, and Europe

[ss]

Hitler's personality and politics in their German and European context, 1889-1945. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Binion

HIST 147a Imperial Russia

[ss]

Examines the processes and problems of modernization—state development, economic growth, social change, cultural achievements, and emergence of revolutionary and terrorist movements. Usually offered every year. Will be offered in the fall of 2002.

Mr. Freeze

HIST 147b Twentieth-Century Russia

[ss]

Russian history from the 1905 revolution to the present day, with particular emphasis on the Revolution of 1917, Stalinism, culture, and the decline and fall of the USSR. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Freeze

HIST 148a Religion and Society in Modern Russia

[ss]

Examines the role of religion, institutional and popular, in the social, political, and cultural development of Russia from the 18th century to the present. Usually offered every second year. Last offered in the spring of 2001.

Mr. Freeze

HIST 148b Central Asia in Modern Times

[nw ss]

Surveys the modern history of Central Asia, emphasizing the 20th century and contemporary history; it gives particular attention to the processes of colonialization and modernization and their impact on the traditional social order and Islamic religious life. Usually offered every year. Will be offered in the spring of 2003.

Mr. Freeze

HIST 150b Gettysburg: Its Context in the American Civil War

[ss]

Prerequisite: HIST 153b is recommended. Consultation with instructor prior to registration is recommended.

The Battle of Gettysburg will be presented from the perspective of not only the military events that occurred in the summer of 1863, but also the causes and consequences of the battle. Thus, one aim is to address the drama and meaning of the larger conflict through an intense, but far-ranging, discussion of a pivotal event within it. Usually offered every second year. Last offered in the spring of 2002.

Mr. Hall

HIST 151b The American Revolution

[ss]

Explores the causes, character, and consequences of the American war for independence. Usually offered every second year. Last offered in the fall of 2001.

Mr. Fischer

HIST 152a The Literature of American History

[ss]

Enrollment limited to 15. Readings and discussions on the classical literature of American history, the great books that have shaped our sense of the subject. Usually offered every second year. Last offered in the fall of 2001.

Mr. Fischer

HIST 152b Salem, 1692

[ss]

Enrollment is limited to 20. An in-depth investigation of the Salem witch trials of 1692 and their role in American culture during the last 300 years. Focusing on gender, religion, law, and psychology, the class explores primary sources as well as films, plays, and novels. Students will also conduct field research in Salem. Usually offered every third year. Last offered in the spring of 2002.

Ms. Kamensky

HIST 153a Americans at Home: Families and Domestic Environments, 1600 to the Present

[ss]

This survey of nonpublic life in the United States explores the changing nature of families and the material environments that have shaped and reflected American domestic ideals during the last four centuries. Major topics include gender roles and sexuality, production, reproduction, and material culture in the home; conceptions of the life

course; racial, ethnic, and regional variations on the family; the evolution of "public" and "private" life; and the relationship between the family and the state. Usually offered every second year. Last offered in the spring of 2001.

Ms. Kamensky

HIST 153b Slavery and the American Civil War

[ss]

A survey of the history of slavery, the American South, the antislavery movement, the coming of the Civil War, and Reconstruction. Usually offered every second year. Last offered in the spring of 2002.

Mr. Fischer

HIST 154b Women in American History, 1600-1865

[ss]

An introductory survey exploring the lives of women in Anglo-America from European settlement through the Civil War. Topics include the "history of women's history"; the role of gender in Native American, African, and European cultures; women's religion, work, and sexuality; and the changing possibilities for female education and expression from the colonial period through the 19th century. Usually offered every fourth year. Will be offered in the summer of 2002.

Ms. Kamensky

HIST 157a American Labor and Working-Class History

[ss]

We will put ourselves in workers' and managers' shoes, trying to understand why American working-class history has been so fractious over the last 400 years, while also reading and discussing the merits of different types of labor history. Usually offered every fourth year. Last offered in the spring of 2000.

Ms. Jones

HIST 158b Social History of the Confederate States of America

[wi ss]

An examination of the brief life of the southern Confederacy, emphasizing regional, racial, class, and gender conflicts within the would-be new nation. Usually offered every third year. Will be offered in the spring of 2003.

Ms. Jones

HIST 160a American Legal History I

[ss]

Surveys American legal development from colonial settlement to the Civil War. Major issues include law as an instrument of revolution, capitalism and contract, invention of the police, family law, slavery law, and the Civil War as a constitutional crisis. Usually offered every third year. Last offered in the fall of 2000.

Mr. Willrich

HIST 160b American Legal History II

[ss]

Survey of American legal development from 1865 to the present. Major topics include constitutionalism and racial inequality, the legal response to industrialization, progressivism and the transformation of liberalism, the rise of the administrative state, and rights-based movements for social justice. Usually offered every year. Last offered in the spring of 2002.

Mr. Willrich

HIST 161b American Political History

[ss]

Development of American party politics, the legal system, and government. Special attention paid to the social and cultural determinants of party politics, and economic and social policymaking. Usually offered every second year. Last offered in the spring of 2001.

Staff

HIST 163a Socialism and Communism in American History

[ss]

Examines the aspirations, achievements, and failings of radicals who articulated a socialist or communist vision for the United States. Readings will focus on the life stories of radicals at the turn of the 20th century, the 1930s and the 1960s. Usually offered every third year. Last offered in the fall of 2001.

Mr. Engerman

HIST 163b History of the Present

[ss]

Signature of the instructor required.

An advanced readings seminar to explore recent scholarship on American history since 1945, including politics, culture, social movements, and international relations. Designed for graduate students, the seminar may also be appropriate for undergraduates with a strong background in history. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Engerman

HIST 164b The American Century II: The United States and the World, 1945-1975

[ss]

Enrollment limited to 20. A library intensive course.

America's global role expanded dramatically in the aftermath of World War II. Explores key aspects of that new role, from the militarization of conflict with the Soviets to activities in the Third World. Usually offered every third year. Last offered in the fall of 2000.

Mr. Engerman

HIST 166b The United States in World War II

[ss]

Focuses on the American experience in World War II. From the 1920s to the early 1940s, totalitarian regimes were widely believed to be stronger than open societies. The outcome of World War II demonstrated the opposite. By combining the methods of the old military and political history with the new social, cultural, and economic history, we examine history as a structured sequence of contingencies, in which people made choices and choices made a difference. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Fischer

HIST 168a Major Problems in American Legal History

[ss]

Signature of the instructor required.

Advanced readings seminar on major interpretive issues in the field of American legal history. The seminar welcomes graduate students and qualified undergraduates interested in law, political culture, and governing institutions, and their historical relationship to broader social, economic, cultural, and political processes. Usually offered every second year. Last offered in the fall of 2001.

Mr. Willrich

HIST 168b America in the Progressive Era: 1890-1920

[ss]

Surveys social and political history during the pivotal decades when America became a "modern" society and nation-state. Topics include populism, racial segregation, social science and public policy, the Roosevelt and Wilson administrations, environmental conservation, and the domestic impact of World War I. Usually offered every second year. Last offered in the fall of 2001.

Mr. Willrich

HIST 169a Thought and Culture in Modern America

[wi ss]

Developments in American philosophy, literature, art, and political theory examined in the context of socioeconomic change. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Engerman

HIST 173b Latin American Women: Historical Perspectives

[nw ss]

Signature of the instructor required. Graduate students who wish to take this course for credit must complete additional assignments. Provides a broad overview of Latin American women's history from the 16th to the 20th centuries. Explores the diversity of women's experience in different races and classes, and in different times and places. Usually offered every fourth year. Last offered in the fall of 1999.

Ms. Arrom

HIST 174a The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War

[nw ss]

Signature of the instructor required.

This seminar explores relations between the Caribbean and the United States during the 20th century. Emphasis is on the Greater Antilles (Cuba, Puerto Rico, Haiti, and the Dominican Republic), but students may study other countries in research papers if they wish. Usually offered every third year. Last offered in the spring of 2002.

Ms. Arrom

HIST 175a The Making and Unmaking of the Mexican Revolution

[nw ss]

Signature of the instructor required.

Interdisciplinary exploration of the historical roots of modern Mexico. Emphasis on the 1910 Revolution, causes and consequences of underdevelopment, social change, relations with the United States from a Mexican perspective, and the current crisis of the Mexican state. Usually offered every fourth year. Last offered in the fall of 1998.

Ms. Arrom

HIST 176a The Emergence of Modern Japan

[nw ss]

A general introduction to Japan's modern transformation from a late feudal society into a powerful nation-state capable of challenging the Western powers. Particular attention is given to feudal legacies, rapid economic growth, nationalism and ultranationalism, the "Pacific War" between Japan and the United States, the meaning of defeat, issues of postwar democracy, and the workings of the postwar political economy. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Lyman

HIST 177b Modern Germany: From Second Empire to Second Republic

[ss]

This course is intended to offer a systematic examination of modern Germany from the establishment of the German Empire in 1871 to unification in 1990. Its primary focus is political and social history. Usually offered every second year. Last offered in the spring of 2001.

Staff

HIST 178a Everyday Stalinism

[ss]

What was it like to live in the Stalin era? This course uses recently declassified and translated documents to explore everyday Stalinism—not only the horrendous terror and the purge of elites, but the profound changes in the lives and thoughts of ordinary citizens. Usually offered every third year. Last offered in the spring of 2000.

Mr. Freeze

HIST 179a Globalization: Critical Historical Perspectives

[ss]

Enrollment limited to 20.

Globalization is a process that is changing the world in every sphere of human endeavor: economy, society, environment, and culture. While often considered inevitable, globalization presents numerous challenges to basic conceptions of a civil society and an equitable economy. Examines critical stances on the historical development of globalization from a wide variety of disciplines. Usually offered every fourth year. Last offered in the spring of 2002.
Staff

HIST 180b Topics in Modern Chinese History

[ss]

*Prerequisite: HIST 80a or 80b or equivalent.**Signature of the instructor required.*

An advanced seminar introducing important issues and approaches in contemporary scholarship on China. Reading, discussion, bibliographical training, and term paper. Topics will deal with the close of the imperial era and with Sino-American relations. Usually offered every second year. Last offered in the fall of 2001.
Mr. Schrecker

HIST 181a Seminar on Traditional Chinese Thought

[nw ss]

Enrollment limited to 15.

Social, historical, and political theory is one of China's greatest contributions to world civilization. Studies the most influential schools (Confucianism, Mohism, Taoism, and Legalism) through the reading and discussion of original texts. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Schrecker

HIST 181b Red Flags/Black Flags: Marxism vs. Anarchism, 1845-1968

[ss]

From Marx's first major book in 1845 to the French upheavals of 1968, the history of left-wing politics and ideas. The struggles between Marxist orthodoxy and anarchist-inspired, left Marxist alternatives. Usually offered every third year. Last offered in the fall of 2001.
Mr. Hulliung

HIST 183b Community and Alienation: Social Theory from Hegel to Freud

[ss]

The rise of social theory understood as a response to the trauma of industrialization. Topics include Marx's concept of "alienation," Tonnies' distinction between "community" and "society," Durkheim's notion of "anomie," Weber's account of "disenchantment," and Nietzsche's repudiation of modernity. Usually offered every fourth year. Last offered in the fall of 1999.
Mr. Hulliung

HIST 186a Europe in World War II

[ss]

Examines the military and diplomatic, social and economic history of the war. Topics include war origins; allied diplomacy; the neutrals; war propaganda; occupation, resistance, and collaboration; the mass murder of the Jews; "peace feelers"; the war economies; scientific warfare and the development of nuclear weapons; and the origins of the Cold War. Usually offered every third year. Last offered in the spring of 2002.
Mr. Jankowski

HIST 186b War in Vietnam

[ss]

Signature of the instructor required.

A reading and research seminar on the American involvement in Vietnam. The purpose of the seminar will be to teach the history of America's longest war, as well as to improve the student's ability to write a research paper using source materials. Usually offered every second year. Last offered in the summer of 2001.
Mr. Schrecker

HIST 187a Problems in American Women's History

[ss]

Signature of the instructor required.

Selected readings in the history of American women, with an emphasis on historiography, research methodology, and the conceptual frameworks of several major, recent secondary works in the field. Usually offered every fourth year. Will be offered in the fall of 2002.
Ms. Jones

HIST 187b Social Politics in the Progressive Era

[ss]

Signature of the instructor required.

An advanced research seminar on the origins, causes, and consequences of social politics in Progressive Era America (1890-1920). While intended for graduate students in the humanities and social sciences, the course is also open to qualified juniors and seniors with the instructor's permission. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Willrich

HIST 188a Narrative Strategies: Writing History in a Post-Modern Age

(formerly HIST 150a)

[ss]

This course may not be repeated for credit by students who have taken HIST 150a in previous years. Signature of the instructor required.

This reading seminar and writing workshop will explore the changing nature of the historian's craft in an age when notions like "objectivity," authors' control over texts, even the possibility of verifiable truth have come under attack. We will explore theoretical writings on post-modern narrative, but our main focus will be on

practice: reading and writing history that engages these concerns. Usually offered every second year. Last offered in the spring of 2002.

Ms. Kamensky

HIST 189a Topics in the History of Early America

[ss]

Signature of the instructor required.

Reading and discussion seminar exploring problems in the history of British North America from the first white settlement through the mid-18th century. Usually offered every third year. Last offered in the summer of 2000.
Staff

HIST 189b Research in American Social History

[ss]

Advanced coordinated research from primary materials. Students will engage in a common project in American social history. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Fischer

HIST 190a Historiography

[ss]

Signature of the instructor required.

A critical analysis of classical historiography. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Hulliung

HIST 191b Psychohistory

[ss]

Enrollment limited to 16.

The theory and practice of psychohistory from its beginnings as applied psychoanalysis through its emergence as an independent discipline to the main tendencies and controversies in the field today. Usually offered every fourth year. Last offered in the spring of 2002.
Mr. Binion

HIST 192b Romantic and Existentialist Political Thought

[ss]

Readings from Camus, Sartre, Beckett, etc. Examination and criticism of romantic and existentialist theories of politics. Usually offered every second year. Will be offered in the spring of 2003.
Mr. Hulliung

HIST 195a American Political Thought: From the Revolution to the Civil War

(Formerly POL 195b)

[ss]

Enrollment limited to 30.

Antebellum America as seen in the writings of Paine, Jefferson, Adams, the Federalists and Antifederalists, the Federalists and Republicans, the Whigs and the Jacksonians, the advocates and opponents of slavery, and the Lincoln-Douglas debates. Usually offered every second year. Last offered in the spring of 2002.
Mr. Hulliung

HIST 195b American Political Thought: From the Gilded Age through the New Deal

[ss]
Enrollment limited to 30.
 Topics include the Mugwumps, Populists, Progressives; Teddy Roosevelt and Woodrow Wilson, the New Nationalism and the New Freedom, the continuities and discontinuities of the New Deal and the Progressive Era. Usually offered every second year. Will be offered in the fall of 2002.
 Mr. Hulliung

HIST 196a American Political Thought: From the 1950s to the Present

[ss]
Enrollment limited to 20.
 Covers the New Left of the 1960s, its rejection of the outlook of the 1950s, the efforts of liberals to save the New Left agenda in the New Politics of the 1970s, and the reaction against the New Left in the neoconservative movement. Usually offered every second year. Will be offered in the spring of 2003.
 Mr. Hulliung

HIST 196b American Historians and American Identity

[ss]
Signature of the instructor required.
 Analyzes the major intellectual and institutional changes of the American historical profession since its founding in the late 19th century. By focusing on historians' conceptions of American identity, it also reveals early antecedents to contemporary "identity politics." Usually offered every second year. Last offered in the spring of 2002.
 Mr. Engerman

HIST 199a Colloquium in Early Modern European History

[ss]
Signature of the instructor required.
 An introduction to the major episodes in the religious, social, political, and intellectual history of early modern Europe (ca. 1450-1800), with special attention given to methods of historical scholarship and discussion of various historiographic interpretations. Usually offered every year. Will be offered in the fall of 2002.
 Mr. Sreenivasan

(200 and above) Primarily for Graduate Students

HIST 200a Colloquium in American History
 Topics vary from year to year. Usually offered every year. Will be offered in the fall of 2002.
 Mr. Fischer

HIST 200b Colloquium in American History
 An examination of major themes in the historiography of modern America. Topics vary from year to year. Usually offered every year. Will be offered in the spring of 2003.
 Ms. Jones

HIST 210a Historical Research: Methods and New Departures.

Provides an introduction to research methods and the main current approaches (conceptual, methodological, thematic) in historical writing. Usually offered every year. Will be offered in the fall of 2002.
 Mr. Freeze

HIST 211a Seminar in Comparative History
 Designed for first- and second-year graduate students. Usually offered every second year. Last offered in the spring of 2002.
 Staff

HIST 215a World History

Designed to introduce students to the methods, sources, and writings about global and non-western histories. Taught collectively by specialists in Latin American, Asian, African, and Middle Eastern history. Usually offered every second year. Last offered in the spring of 2002.
 Staff

HIST 221a Colloquium in European Comparative History since the Eighteenth Century

Designed for first-year graduate students. Comparative examination of major historical issues in Europe from the 18th through the 20th centuries. Usually offered every second year. Will be offered in the spring of 2003.
 Mr. Black

HIST 300e Directed Research in American History

Students will normally elect one research topic in the fall term and the spring of the first year. Each is designed to provide experience in designing, researching, and writing a substantial essay of a monographic character, based on extensive use of sources. Each is equivalent of two full courses. Specific research topics are selected by the student in consultation with the professor. Usually offered every year.
 Staff

HIST 301d Directed Research in American History for M.A. Students

Year-long research project designed to provide experience in designing, researching, and writing a substantial essay of a monographic character, based on extensive use of primary sources. Students select a specific research topic in consultation with the advisor. The course covers two semesters, with one course credit given in each term. Usually offered every year.
 Staff

HIST 320a or b Readings in American History
 Usually offered every term. Specific sections for individual faculty members as requested.
 Staff

HIST 340a and b Teaching in American History

Usually offered every term. Supervised graduate teaching in American history.
 Staff

HIST 401d Dissertation Research
 Usually offered every semester. Specific sections for individual faculty members as requested.
 Staff

Seminars

CHIS 300d Research Papers
 Specific sections for individual faculty members as requested. Offered every year.
 Staff

CHIS 320a and b Readings
 Specific sections for individual faculty members as requested. Offered every year.
 Staff

CHIS 400d Dissertation Research
 Specific sections for individual faculty members as requested. Offered every year.
 Staff

Cross-Listed Courses

AAAS 18b
 Africa and the West

AAAS 70a
 Introduction to Afro-American History

AAAS 85a
 Survey of Southern African History

AMST 104b
 The Ecology of Community: Knowing Your Place

HOID 127a
 Seminar in the History of Ideas: Case Studies

IMES 104a
 Islam: Civilization and Institutions

NEJS 68b
 History of the Jews from 1492 to the Present

NEJS 140a
 History of the Jews from the Maccabees to 1492

NEJS 147a
 The Rise and Decline of the Ottoman Empire, 1300-1800

NEJS 151b
 Merchants, Moneylenders, and Ghetto of Venice

NEJS 152b
 History of Anti-Semitism

NEJS 157a
 History of the State of Israel since 1948

NEJS 166a
 Modern Jewish History to 1880

NEJS 166b
 Modern Jewish History, 1880-1948

NEJS 167a

East European Jewish Immigration to the United States

NEJS 167b

A History of the Jews in Warsaw, Lodz, Vilna, and Odessa

NEJS 168a

History and Culture of the Jews in East-Central Europe to 1914

NEJS 168b

History and Culture of the Jews in East-Central Europe, 1914 to the Present

NEJS 169a

The Destruction of European Jewry

POL 113b

The American Presidency

POL 124a

Race and Politics in the United States

POL 184a

Utopia and Power in Modern Political Thought

An interdepartmental program

History of Ideas

Courses of Study:
Minor

Objectives

Santayana put it well: "Those who cannot remember the past are condemned to repeat it." To understand the significance of our beliefs and commitments—even to understand the significance of the questions and problems that beset us—we need to trace their sources and their history. Because ideas are expressed in social and political institutions as well as in philosophical, scientific, religious, and literary works, the program in the History of Ideas (HOID) is distinguished by its multidisciplinary approach. Since political structures and institutions are themselves articulated in vigorous intellectual debates, we need to understand the ideas that have formed and that continue to form them. HOID proposes to provide students with the historical background of the issues and values that have shaped their interests. It is intended to provide students with the skills and the knowledge, the guidance and the freedom to construct a focused and rigorous course of study, one that explores the historical transformation of a set of ideas and institutions across several traditional disciplines.

The Program encourages students to integrate their HOID courses with their major and to include a wide range of areas in the sciences as well as in the humanities and social sciences.

Students who complete the requirements of the program receive a History of Ideas certificate in the History of Ideas and notations on their transcripts.

How to Become a Program Member (Minor)

Students normally apply to the program in the History of Ideas any time before the end of their junior year. They are strongly encouraged to consult with the advisor in their major as well as with the director of the Program.

Committee

Tzvi Abusch

(Near Eastern and Judaic Studies)

Pamela Allara

(Fine Arts)

Joyce Antler

(American Studies)

Bernadette Brooten

(Near Eastern and Judaic Studies)

John Burt

(English and American Literature)

Mary Campbell

(English and American Literature)

Jacob Cohen

(American Studies)

Stephen Dowden

(Germanic and Slavic Languages)

Gordon Fellman

(Sociology)

William Flesch

(English and American Literature)

Richard Gaskins

(American Studies/Legal Studies)

Robert Greenberg

(Philosophy)

Mark Hulliung

(History)

Patricia Johnston

(Classical Studies)

Jessie Ann Owens

(Music)

Laura Quinney

(English and American Literature)

Michael Randall

(Romance and Comparative Literature)

Shulamit Reinharz

(Sociology and Women's Studies)

George Ross

(Politics and Sociology)

Govind Sreenivasan

(History)

Andrew Swensen

(German and Slavic Languages)

Faculty

Amélie Oksenberg Rorty, Cochair

(Classics/History of Ideas)

Robin Feuer Miller, Cochair

(Germanic and Slavic Languages)

Requirements for the Minor

Students will work with the HOID advisor to form a plan of study that draws upon and develops their particular interests. Such a program might trace the history of a particular theme, problem, or tradition (e.g., Platonism: or the idea of revolution in politics, science, or the arts), or it might trace the mutual influence of distinctive approaches to a subject.

A. Students must have taken at least one course in each of the following areas:

1. Literature and the arts.
2. History, Near Eastern and Judaic Studies, and philosophy.
3. Social sciences.

B. Students must take at least five courses whose substantive theme falls within the history of ideas, as determined by the HOID advisor. These courses must meet the following distribution requirements:

1. At least two courses within the field of their major.
2. One course in a related field.
3. HOID 127a (Seminar in the History of Ideas: Case Studies, the topic varies annually).

Students are strongly encouraged to construct individual curricular programs and to include areas of study that are not presently listed (e.g., biology, chemistry, environmental studies, mathematics, physics). Since courses and faculty interests vary from year to year, the list of courses recommended for the program will change annually.

Members in the program are invited to participate in the History of Ideas Student Forum. The Forum provides the opportunity to present a problem or issue for discussion. Working individually or in groups, students propose a discussion topic and a list of readings.

Students are encouraged, but not required, to present a senior thesis. They may register for HOID 98a or b (Independent Study) to prepare their thesis.

Courses of Instruction

HOID 98a Independent Study

Signature of the instructor required.
Usually offered every year.
Staff

HOID 98b Independent Study

Signature of the instructor required.
Usually offered every year.
Staff

(100-199) Courses for Both Undergraduate and Graduate Students

HOID 101a Thinking about Ethics with Socrates

[hum]
Enrollment limited to 20.
Conducts Socratic discussions—on friendship, virtue, piety, courage, sex, knowledge, poetry, and justice—between Socrates represented in Plato's early Socratic dialogues and later philosophers who addressed those topics (Kant, Aquinas, Nagel, Descartes, Rorty, Wilde). Using the evidence of the Platonic dialogues, we shall enact the Trial of Socrates. Usually offered every second year. Last offered in the fall of 2001.
Ms. Rorty

HOID 108b Greek and Roman Ethics: From Plato to the Stoics

[hum]
Devoted to tracing the major issues of early Western ethics: Is there a general conception of human nature and the human good? What is the relation between pleasure, virtue, and happiness? What are the conditions of responsible agency? What distinguishes voluntary from non-voluntary actions? What is the relationship between ethics and politics, between "local" and "universal" ethical norms? Usually offered every third year. Last offered in the fall of 2000.
Ms. Rorty

HOID 111b September 11: Roots and Aftermath

[hum]
Enrollment limited to 100.
An exploration of the antecedents, meaning, and possible future repercussions of what happened on September 11, 2001 through perspectives of politics, history, literature, the arts, religion, regional studies, and other disciplines. Usually offered every second year. Last offered in the spring of 2002.
Messrs. Makiya and Terris

HOID 120a Immorality: Its Sources, Varieties, and Charms

[hum]
Traces the history of negative ethics, tracking transformations in conceptions of immorality: prohibitions of pollution and impurity, sin, vice, evil, malevolence, waywardness, outrageousness, incivility, criminality, and psychological pathology. What are sources of immorality? What marks a state of character as vile or despicable? Who judges? Usually offered every second year. Last offered in the spring of 2002.
Ms. Rorty

HOID 124a Stoicism Now and Then

[hum]
Why be a Stoic? What needs and fears does Stoicism address? What are the resistances to it? What are the beliefs and practices, the philosophic assumptions and consequences of classical Stoicism? How has it been transformed historically? A close study of Greek and Roman Stoics, Spinoza, Kant, and Freud; Stoic influences on contemporary political theory and literary works. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Rorty

HOID 127a Seminar in the History of Ideas: Case Studies

[hum]
Brandeis faculty present case studies in the history of ideas as they affect the current agenda of their research agenda. Topics vary annually. Past topics have included conceptions of liberty and choice; conceptions of social progress; the idea of the good society; varieties of evil. Usually offered every year. Last offered in the spring of 2002.
Ms. Rorty

HOID 130b Varieties of Liberty, Freedom, and Choice

[hum ss]
Conceptions of public, political liberty affect ideas of individual "free will" and vice versa. Traces the history of the mutual influence of arguments for political/social liberty and those for the "inner freedom" of individual conscience. Readings range from Sophocles and Thucydides to Isaiah Berlin and include selections from Augustine, Jonathan Edwards, Rousseau, Kant, Jefferson, Constitutional Amendments, Mill, Dostoyevsky, and Rawls. Usually offered every fourth year. Last offered in the spring of 1999.
Ms. Rorty

H01D 140a What is Philosophy: Politics? Science? Poetry? Religion?
[hum]

Enrollment limited to 25.

The history of the aims, roles, and styles of philosophy: dialogues (Plato), investigations (Aristotle), letters (Cicero), poetry (Lucretius), spiritual and intellectual autobiography (Augustine, Rousseau), polemical articles (Aquinas), essays (Bacon and Hume), political programs (Locke, Bentham, Mill), and systematic treatises (Descartes, Kant). Usually offered every third year. Last offered in the fall of 2000.

Ms. Rorty

H01D 169a Reconciling Justice and Ethics
[hum]

Enrollment limited to 20.

Focusing on historical transformations in the ideal of universal equality, this seminar traces shifts in the relation between conceptions of justice and those of other ethical ideals, contrasting "Olympian justice" (Plato, Augustine, Aquinas, Kant) with "naturalistic emergent justice" (Rousseau, Hume, Rawls, Williams). Usually offered every second year. Last offered in the fall of 2001.

Ms. Rorty

Elective Courses

The following is a partial list of approved program courses. Other courses may be elected with the approval of the program advisor. The courses approved for the program are not all given in any one year and students are advised to consult the *Course Schedule* for each semester.

AMST 100a

Classic Texts in the American Experience: Through the Civil War

AMST 180b

Topics in the History of American Education

AMST 187a

The Legal Boundaries of Public and Private Life

ANTH 80a

World Religions

ANTH 166a

The Nature of Human Nature

ANTH 187a

Materials Research in Archeology, I

CLAS 115b

Topics in Greek and Roman History

CLAS 170a

Classical Mythology

COML 102a

Love in the Middle Ages

COML 103b

Madness and Folly in Renaissance Literature

COML 106a

European Romanticism

COML 127a

Night, Death, and the Devil: The Fantastic and the Grotesque

COML 130a

Poetic Voices of Protest

COML 147b

The City: Metropolitan Glory and Urban Alienation

COML 152a

The Rise and Fall of Humanism

COML 185a

Dickens and Dostoevsky

ENG 3a

The Renaissance

ENG 5a

Nineteenth-Century Survey

ENG 6a

American Literature from 1832 to 1900

ENG 7a

American Literature from 1900 to 2000

ENG 10a

Canonical Precursors: Genesis, Homer, Sappho, Ovid, Virgil

ENG 23a

Domains of Seventeenth-Century Performance

ENG 25a

Romanticism I: Blake, Wordsworth, and Coleridge

ENG 44a

Rights: Theory and Rhetoric

ENG 75b

The Victorian Novel

ENG 80a

Readings in the Short Novel

ENG 105b

Nineteenth-Century Novel

ENG 111a

Theories of the Self

ENG 116b

Eighteenth- and Nineteenth-Century Afro-American Literature

ENG 117b

The Autobiographical Imagination

ENG 124a

Reason and Ridicule: The Literature of Britain in the Enlightenment

ENG 125b

Romanticism II: Byron, Shelley, and Keats

ENG 126a

American Realism and Naturalism, 1865-1900

ENG 134a

The Woman of Letters

ENG 135b

Romanticism

ENG 140a

Satire and its Uses

ENG 144b

The Body as Text: Castiglione to Locke

ENG 171a

History of Literary Criticism

FA 21b

Survey of Western Architecture

FA 41a

Art and the Origins of Europe

FA 42b

The Age of Cathedrals

FA 43a

The Art of Medieval England

FA 45a

St. Peter's and the Vatican

FA 51a

Art of the Early Renaissance in Italy

FA 54b

Renaissance Art in Northern Europe

FA 75a

High Art/Low Art: Modern Art and Popular Culture

FA 76b

History of Photography

FA 170b

Nineteenth-Century European Painting and Sculpture

FA 172a

History of Modern Sculpture

FA 174b

Post-Impressionism and Symbolism 1880-1910

FREN 120a

The French Middle Ages

FREN 122b

The Renaissance

FREN 130a

The Seventeenth Century

FREN 135a

The Nineteenth Century

FECS 145a

Topics in French Fiction in Translation

GECS 108a The German Tradition I: Lessing to Nietzsche	HIST 195a American Political Thought: From the Revolution to the Civil War	POL 10a Introduction to Political Theory
GER 120a German Enlightenment and Classicism	HIST 195b American Political Thought: From the Gilded Age through the New Deal	POL 126b Seminar: Ideas and Intellectuals in Politics
GECS 183b A History of Death	HUM 10a The Western Canon	POL 184a Utopia and Power in Modern Political Thought
HIST 80a Introduction to East Asian Civilization	IECS 140a Dante's <i>Divine Comedy</i>	POL 192b Seminar: Topics in Law and Political Theory
HIST 80b East Asia in the Nineteenth and Twentieth Centuries	LAT 118b Roman Historians	POL 194a Politics and the Novel
HIST 110a The Civilization of the Early Middle Ages	MUS 2a The Western Tradition as Seen through Chamber Music	RECS 130a Nineteenth-Century Russian Literature
HIST 110b The Civilization of the High and Late Middle Ages	MUS 38a A History of Music in the United States	RECS 135a The Short Story in Russia
HIST 123a The Renaissance	MUS 57a Music and Culture: From Romanticism to the Modern Era	RECS 137a The Heroine in Nineteenth-Century Russian Literature
HIST 123b Reformation Europe (1400-1600)	NEJS 105b The Philosophy of Jewish Law	RECS 146a Dostoevsky
HIST 124b Science in the Ancient Medieval World	NEJS 113b Law in the Bible and the Ancient Near East	RECS 147b Tolstoy
HIST 127b Household and Family in Late Medieval and Early Modern Europe (1300-1800)	NEJS 132b Ethics and the Jewish Political Tradition	RECS 148a Russian Drama
HIST 128a Ecological Imperialism: the Environmental Consequences of Early Modern Expansion	NEJS 140a History of the Jews from the Maccabees to 1497	SOC 200a Contemporary Social Theory
HIST 131a The Scientific Revolution	NEJS 152b History of Anti-Judaism	SOC 201a Classical and Critical Theory
HIST 131b Science and Technology in the Twentieth Century	NEJS 156b Ancient Near Eastern Religion and Mythology	SPAN 110a Introduction to Peninsular Spanish Literature
HIST 132a European Thought and Culture: Marlowe to Mill	NEJS 166b Modern Jewish History, 1880-1948	SECS 150a Golden Age Drama and Society
HIST 132b European Thought and Culture since Darwin	NEJS 168a History and Culture of the Jews in East-Central Europe to 1914	SPAN 170a Topics in Eighteenth- and Nineteenth-Century Spanish Literature
HIST 133a Politics of the Enlightenment	NEJS 168b History and Culture of the Jews in East-Central Europe, 1914 to the Present	THA 100a Theater Texts and Theory I
HIST 152a The Literature of American History	PHIL 28a Introduction to Western Political Thought	THA 100b Theater Texts and Theory II
HIST 183b Community and Alienation: Social Theory from Hegel to Freud	PHIL 122a Classical Political Theory	
HIST 192b Romantic and Existentialist Political Thought	PHIL 161a Plato	
	PHIL 162b Aristotle	

Independent Interdisciplinary Major

In choosing a major, a student may propose a program that combines academic work in several departments. The proposal requires the support of at least two departments and one member of each supporting department who will agree to serve on the student's Major Committee. This program shall be limited to a total of about 30 students in the College of Arts and Sciences. An independent interdisciplinary major must be declared before the end of the student's junior year.

Students who wish to develop a proposal for an independent interdisciplinary major should consult the Office of Undergraduate Academic Affairs.

An interdepartmental program

Courses of Study:
Minor

International Business

Objectives

This program introduces undergraduates to the functions and problems of business enterprise and helps them to acquire skills essential to a business career. Administered and staffed by the Graduate School of International Economics and Finance and the Department of Economics, the curriculum recognizes the trend toward global markets and the ethical and strategic challenges posed by rapid change.

How to Become a Program Member (Minor)

The program is designed to be accessible to any Brandeis undergraduate and to serve students with a broad range of interests. It welcomes all students who wish to augment their liberal arts education with a brief but sophisticated overview of the business sector. Economics majors may also complete this program. Satisfactory completion of the program is noted on the student's permanent record and transcripts.

Committee

For additional members of the Program in International Business (IB) see the faculty listings for economics and the Graduate School of International Economics and Finance.

Requirements for the Program (Minor)

- A. Four core courses: ECON 2a, 12a, 19b, 37b.
- B. One course in statistics [ECON 83a, PSYC 51a, MATH 36a, b, or another statistics course approved by the program advising head].
- C. At least one elective from the following list: ECON 71a, 74b, 76b, 125a, 135a, 137a, 139a, 141b, 160a, 161a, 171a, 172b, 173a, 177b, IEF 135b, 148a, POL 172b, PSYC 34b.

Special Notes

Economics majors may complete this program. No more than three courses may be double-counted. Thus, a major who takes six ECON courses for IB can count only three of these toward the nine ECON courses required for the economics major. Students undertaking this program and the economics minor are also subject to restrictions to minimize the overlap in content. Consult your advisor for approval of such combined programs.

IB 92b is not a required course for the program, nor does it qualify as an elective in the program.

Courses of Instruction

IB 92b Work in the Global Business Environment: Internship and Seminar

Normally students must arrange an internship placement prior to registration and the internship is concurrent with the seminar. Students wishing to fulfill the internship component of the course abroad, or in a semester when the seminar is not offered, must obtain approval from the instructor prior to the internship. A structured journal documenting the internship experience is required as a basis for seminar participation. Signature of the instructor required.

Encourages students to pool experiences and lessons drawn from various business environments and to analyze and discuss them in the context of related readings and guest lectures. Usually offered every spring. Staff

Core Courses

ECON 2a
Introduction to Economics

ECON 12a
Managerial Accounting

ECON 19b
Issues in Business and Management

ECON 37b
Functions of Capitalist Enterprise

Electives

ANTH 111b
Occupational Cultures

ECON 26a
Latin America's Economy

ECON 71a
Introduction to Finance

ECON 74b
Law and Economics

ECON 76b
Trade Unions, Collective Bargaining, and Public Policy

ECON 125a
Transition and Institutional Economics

ECON 135a
Industrial Organization

ECON 139a
Economics of Antitrust

ECON 141b
Technological and Economic Change

ECON 160a
International Trade Theory

ECON 161a
International Finance

ECON 171a
Financial Economics

ECON 172b
Money and Banking

ECON 173a
Venture Capital and Private Equity

ECON 177b
Economic Regulation and Deregulation

IEF 135b
Creating New Ventures

IEF 148a
Business on the Internet

POL 172b
Introduction to International Political Economy

PSYC 34b
Social Psychology

A graduate school

International Economics and Finance

Courses of Study:
Master of Arts
Combined B.A./M.A.
Master of Science in Finance
Master of Arts
Master of Business Administration International
Doctor of Philosophy

Objectives

The Graduate School of International Economics and Finance is designed to help students recognize and respond to the challenges of the emerging global marketplace. Each of the programs in the school addresses the complex responsibilities decision-makers in business and government face in their professional environments.

The Lemberg M.A. Program in International Economics and Finance offers a two-year professional Master of Arts degree for students planning careers in finance, consulting, multinational corporations, and international organizations. The program integrates capital market skills with management and global economic perspectives; it emphasizes practical applications, a rigorous analytical framework, and the role of globalization. Students have the option of specializing in international finance, international economics, or international business. One semester of the program is spent abroad at one of 19 affiliated universities in Europe, Latin America, or the Far East.

Students in the M.B.A. International (M.B.A.i.) Program receive in-depth training in technical analysis and strategic issues, and gain an understanding of managerial issues. As in the Lemberg M.A. Program, they must show mastery of a major language other than English and spend a semester studying outside of the United States. During their studies, they work in multicultural teams; emphasis is placed in acquiring an appreciation for international differences in values and behavior, which are critically important in today's workplace. The curriculum consists of three semesters (12 courses) at Brandeis and one semester abroad.

The internationally focused curriculum, language requirement, study abroad component, and multicultural aspects of the Brandeis M.B.A. distinguish it sharply from "generic" M.B.A. degrees. M.B.A.i. students receive training in all the major subjects included in a traditional M.B.A., such as economics, accounting, control, finance, marketing, operations, organizational behavior, and business policy. But they learn these subjects in an international context; case examples are derived from international firms, and analytical models involve international applications.

The M.S. in finance [M.S.F.] is a 10-course, part-time program that provides rigorous training in the quantitative and analytical tools of modern finance with an emphasis on international applications. There are six core courses in the M.S.F. Program with the other four being selected from the broad array of Graduate School electives in international finance and international business. This program accommodates the schedules of working professionals by offering year-round evening courses. It may be completed within five semesters.

The Ph.D. Program in international economics and finance provides advanced training in economic theory, research techniques, and creative problem-solving in an integrated global economic framework. Majors are limited to four special fields: international trade, international finance, international business, and development/transition economics. Analytical and problem-solving skills are fostered through involvement in applied research, internships, and focused workshops in a flexible, small-group environment. The training prepares students for careers in teaching, research, and policy-making in business, government, international agencies, and academia. The program requires two years of course work, qualifying examinations, and an original thesis.

Combined B.A./M.A. Program

Brandeis undergraduate students may apply for admission to the Lemberg M.A. Program in the spring of their junior year and begin taking program courses in their senior year. Students entering as undergraduates can satisfy the master's degree requirements in one additional year of study after receiving the B.A. degree; five years of study at Brandeis University is normally required. One year of residence as a graduate student is required.

Further information regarding requirements and applications is available from the International Economics and Finance School office (Sachar 121).

How to Be Admitted to the Graduate School of International Economics and Finance

The Graduate School of International Economics and Finance has established the following criteria as the most critical in the evaluation of applicants to all GSIEF degree programs: scholastic achievement as evidenced by previous academic coursework; aptitude for graduate study as indicated by scores on the admission test; motivation, leadership, maturity as evidenced by work experience; recommendations and responses to essay questions on the application.

Additional information regarding admission requirements, policies, and procedures is available by telephoning the Office of Admissions at 781-736-2252 or on the GSIEF Website at www.brandeis.edu/global, or by email at admission@lemberg.brandeis.edu. The Office of Admissions is located in the Sachar International Building, room 121.

Faculty

Peter Petri, Dean

International trade. Development. Japan. Asia-Pacific.

F. Trenery Dolbear, Director of Admissions

Macroeconomics. Theory and computer simulations.

Benjamin Gomes-Casseres, Director of M.B.A. Program

International business and corporate alliance.

Paul Harrison, Director of Lemberg Program

Applied time-series econometrics. Financial economics. History of economic thought. Macroeconomics.

Blake LeBaron, Director of Ph.D. Program

International finance. Exchange rates. Artificial stock markets.

Jane Hughes, Director of M.S.F. Program

Domestic and international cash management. Third World debt, sovereign risk, and foreign exchange markets.

Chad Bown

International economics. Economic development and industrial organization.

Anne Carter

Technological change. Input/output.

Shih-Fen Chen

International marketing. Foreign direct investment. Cross-cultural consumer behavior.

Adam Jaffe

Technology. Economic growth. Industrial organization.

Gary Jefferson

China. Technical progress. Open economy macroeconomics.

Sunhyung Henry Kim

International finance. Open-market macroeconomics. International trade and financial economics.

Rachel McCulloch

International trade theory. Trade policy. Macroeconomic coordination. Investment and technology transfer.

Michael Plummer

International trade and finance. Regional economic integration. International development (particularly ASEAN).

Eric Stout

Microeconomics. Labor economics. Economics of organization. Applied game theory.

Narayan Subramanian

Corporate finance. Financial economics. Microeconomics.

Requirements for the Degree of Master of Arts

Students must successfully complete an approved schedule of at least 16 courses during their four terms of residency at Brandeis, of which four semester-length courses (or the equivalent) are completed during the student's semester abroad. This includes six required courses and the remainder from a list of approved electives.

The one-year and two-year tracks have the same course and language requirements. The major difference is that the one-year track does not require study abroad, since the candidates' prior background is assumed to include equivalent international experience.

Residence Requirement

Two years of full-time study will normally be required. International experience is a required part of the degree. One term of study may be spent at a foreign university associated with the program. For B.A./M.A. degree candidates, one year of residence as a graduate student is required.

Language Requirement

Candidates will be required to demonstrate a high level of proficiency in one foreign language.

Internship

Students are encouraged to serve as interns with a business or governmental agency in the summer following their first year of study.

Project

An optional master's project involving a thesis may be submitted no later than April 15 of the year in which the degree is to be conferred. One-year program students are required to submit a master's project during the final stage of their coursework.

Requirements for the Degree of Master of Science in Finance (M.S.F.)

Program of Study

Students must successfully complete an approved schedule of 10 courses. Six semester courses (or the equivalent) are required in the following areas: accounting principles, investment analysis, quantitative techniques, international economic environments, and international corporate finance. The remaining four courses must be fulfilled from a list of approved electives.

Residence Requirement

Students are expected to complete the requirements at their own pace. Full-time residency is not required. However, students are normally required to complete their requirements within four calendar years after beginning work in the program.

Requirements for the Degree of Master of Business Administration International (M.B.A.i.)

Program of Study

Students must successfully complete a minimum of 16 semester-equivalent courses during their four terms of residency at Brandeis, of which four semester length courses (or the equivalent) are completed during the student's semester abroad. At least nine and one-half semester-course credits must be taken within a required set of subject areas: economic environment of business (one semester-course credit), quantitative methods (one semester-course credit), accounting and control (one semester-course credit), finance (two semester-course credits), marketing (one semester-course credit), operations (one-half semester-course credit), organizational

behavior (one semester-course credit), and business policy (two semester-course credits). The remaining course credits toward the degree must come from an approved list of electives.

Residence Requirement

Two years of full-time study are required. International experience is a required part of the degree. One term of study may be spent at a foreign business school associated with the program.

Language Requirement

Candidates are required to demonstrate a high level of proficiency in one foreign language by the time they graduate.

Internship

Students are encouraged to serve as interns with a business in the summer following their first year of study.

Major

Students may major in one of two fields: international business or international finance. Major in finance requires taking four semester equivalent finance courses beyond the core courses required for the M.B.A.i.

Project

An optional master's project involving a thesis may be submitted no later than April 15 of the year in which the degree is to be conferred.

Requirements for the Degree of Doctor of Philosophy

Requirements for the degree are defined in terms of successful completion of formal coursework, outstanding performance in examinations designed to measure field competence, and substantive research activities. Students are expected to master the content of seven core courses (in the subjects of microeconomics, macroeconomics, econometrics, and finance). Normally, students will enroll in these courses during their first two years and pass a written general qualifying exam covering the core subjects. In addition to the core requirements, students must also take courses and pass oral exams in two of the four following major fields:

1. International trade
2. International finance
3. International business
4. Development/transition economics

After core and exam requirements are substantially completed, Ph.D. students, in residence, are required to enroll in IEF 399a or 399b (Dissertation Workshop). This workshop provides opportunities for students to hear research presentations by faculty members and visitors, present papers in progress, and define thesis objectives.

Residence Requirement

Although there is a three-year minimum residence requirement, four years of full-time graduate study are usually required for the Ph.D.

Language Requirement

While there is no formal language requirement, students are strongly encouraged to develop a reading knowledge of a second major foreign language.

Core and Field Examinations

Each candidate for the Ph.D. must pass a written examination, offered annually, covering the core required subjects. Students must also pass written examinations in two of the four major fields described earlier. The purpose of the examinations is to demonstrate competence in a broad specialty. The field examinations are offered as required.

Dissertation and Defense

All candidates for the Ph.D. will submit a dissertation in a form approved by his or her dissertation director and by a committee appointed by the chair of graduate studies. The student will defend the dissertation at a Final Oral Examination.

Special Notes Relating to the Graduate Programs

The Graduate School of International Economics and Finance provides some financial support, which may include tuition scholarships, research or teaching assistantships, and institutional loans. Aid is based on merit and need and is also available to students from abroad. American and Canadian applicants for aid must file a FAFSA form. Students from other countries must complete the financial aid form for international students that is part of the school's application. The M.A. degree program requires parents' information for all dependent students, regardless of age, and all independent students under 24. Students who fail to provide parental information may jeopardize their consideration for institutional aid.

Courses of Instruction

(100-199) For Both Undergraduate and Graduate Students

IEF 135b Creating New Ventures [ss]

Prerequisite: Prior courses in accounting. This course may not be repeated for credit by students who have taken IEF 235b in previous years. Enrollment limited to 35. Focuses on the issues, ideas, and approaches of successful "bootstrap" ventures, management buyouts, and early stage operations. Topics include identifying and evaluating potential opportunities, working with investors, hiring, managing cash, and creating a sales and marketing force. Usually offered every year.
Mr. Reed

IEF 148a Business and the Internet [ss]

Prerequisites: ECON 37b and knowledge of business economics, or the permission of the instructor. Enrollment limited to 35. The Internet is changing business and reshaping competition. Which rules of business economics will apply to the Net Economy and which new ones will arise? These issues are explored, but as there are yet few clear answers students are expected to be actively involved in shaping our collective learning. Usually offered every year.
Mr. Gomes-Casseres

IEF 167b The Political Economy of the Middle East [ss]

Prerequisite: ECON 2a, IEF 253a, or IEF 257a. Covers major issues concerning the political economy of the contemporary Middle East, including economic development strategies, population growth, water resources, investment in human capital, the changing role of the state, impact of current political reforms, and integration into the global economy. Usually offered every year.
Staff

(200 and above) Primarily for Graduate Students

IEF 200f Fundamentals of Microeconomics

Open only to IEF students. Meets for one-half semester and yields half-course credit. Designed for first-year M.A. students. An introduction to key theoretical concepts in microeconomics. Calculus will only be used in a very limited number of cases. Emphasizes topics important in other IEF classes, such as financial theory or international trade. Some material is applicable to courses in business strategy. Usually offered every year.
Staff

IEF 202b International Macroeconomics

Reviews standard international macroeconomics, including balance of payments accounting, PPP and interest parity, and the Mundell-Fleming paradigm. Advanced topics include speculative attacks against fixed exchange rate regimes, models of target zone, and stopping hyperinflations. Usually offered every year.
Staff

IEF 203f Accounting Principles

Open only to MSF students. Meets for one-half semester and yields half-course credit. Provides a foundation for understanding the accounting principles used in private and public companies. Key accounting concepts such as financial statement analysis, income measurements, and accrual accounting are presented in a multinational context. Usually offered every year.
Staff

IEF 204a Accounting and Financial Analysis

Prerequisite: ECON 2a. This course may not be taken for credit by students who have received credit for ECON 12a. Introduction to basic accounting principles, including analysis of financial statements using case studies. Develops fundamental concepts and accounts and applies them to income measurement, capital values, and costs, with a focus on international accounting issues. Usually offered every year.
Mr. Keith

In addition to the courses listed below, IEF students may take courses in the Department of Economics or other departments at Brandeis. A full list of non-IEF courses applicable to the degree is available in the Graduate School of International Economics and Finance catalog.

IEF 204b Advanced Financial Accounting

Prerequisite: Some knowledge of accounting. Open only to IEF students. Enrollment limited to 55. Provides an accelerated and in-depth foundation in financial accounting that is aimed at the needs of the financial decision-maker. Covers income measurement, capital values, costs, non-U.S. accounting, accounting for foreign exchange and derivatives, and MNC tax accounting issues. Usually offered every year.
Staff

IEF 204f Accounting Principles II

Prerequisite: IEF 203f. Open only to MSF students. Meets for one-half semester and yields half-course credit. Builds on the Accounting Principles course designed for M.S.F. students. Topics include accounting for debt equity securities, cash flow, financial statement analysis, and international accounting. Usually offered every summer.
Staff

IEF 205a Financial Theory

May not be taken for credit by students who have previously taken ECON 171a. Students who have taken ECON 171a should enroll in IEF 305a. Topics related to financial economics, including investors' attitudes toward risk, portfolio selection, asset pricing models (Capital Asset Pricing Model and the Arbitrage Pricing Model), options and future markets, the efficient market hypothesis, and the determinants of a firm's financial structure. Usually offered every year.
Staff

IEF 208a Risk Management

Covers methods of evaluating and controlling risk in financial portfolios and enterprises. Examines methods for internal monitoring and managing exposure to various types of risk, compliance with regulatory requirements and processes, and financial engineering techniques for managing risk, including the use of derivative securities. Usually offered every year.
Staff

IEF 210b International Corporate Finance*Prerequisite: IEF 205a.*

Analysis of the exposure of the multinational firm from accounting and economic perspectives, survey of investment finance, and other international operations. Usually offered every year.

Staff

IEF 212a Creating and Managing Value

Introduces some of the basic decisions companies must confront when they are trying to create and manage the value of the firm. Topics include investments in new projects, debt financing and capital structure targets, mergers, acquisitions, and sales of companies. Usually offered every year.

Mr. Ballantine

IEF 213a Applied Corporate Finance*Open only to M.S.F. students.*

Exposes students to all major competencies in today's commercial environment. Examines corporate strategy setting that forms the umbrella for operations, human resources, and finance disciplines within the enterprise. Usually offered every year.

Mr. Aikens

IEF 213b International Portfolio Management*Prerequisite: IEF 205a*

Concepts of modern portfolio theory will be applied to a global framework. Topics covered include asset allocation, portfolio selection for equities, portfolio selection for fixed income, currency management, and derivative strategies. Students will be involved on researching and presenting a paper on a global investment topic. Usually offered every year.

Staff

IEF 214a Financial Strategies

Focuses on the techniques used by financial practitioners to understand and then enhance shareholder value. Students taking the course will improve their skills in financial statement analysis, analyze alternative methods of valuation analysis, and examine an array of asset and liability restructuring techniques used by corporate managers and investment bankers to boost shareholder value. Usually offered every year.

Staff

IEF 214b Mergers and Acquisitions Analysis

Prerequisites: IEF 204a and either IEF 205a or 305a, or permission of the instructor. This course may not be repeated for credit by students who have taken IEF 214f.

Reviews the core concepts involved in mergers and acquisitions; value, negotiation, deal structuring, corporate strategy and valued added, financing, and tax consequences. Usually offered every year.

Mr. Ballantine

IEF 215b Options and Derivatives

Examines financial innovations in the securities market including futures and forward contracts, options, and swaps. Valuation of these contracts and their use as dynamic hedging instruments will be examined in detail. The role of secondary mortgage markets and the various derivative mortgage products will also be analyzed in the context of asset-backed lending. Usually offered every year.

Ms. Bular

IEF 216f Financial Planning and Control

Prerequisites: IEF 203f, 204a, or 205a. Open only to M.S.F. students. Meets for one-half semester and yields half-course credit.

Examines financial planning methodologies and tools and well financial control mechanisms. Includes case studies using real life examples, accounting, and financial objectives. Usually offered every year. Last offered in the summer of 2002.

Mr. Canella

IEF 217a Computer Simulations and Risk Assessment*Prerequisite: IEF 205a.*

Examines recent advances in computational methods for evaluation risk and decisions making in risky situations. Emphasizes a common computational framework for solving many problems from business, finance, and economics using statistical methods, such as monte-carlo and resampling. Usually offered every year.

Mr. LeBaron

IEF 218f Foreign Exchange Markets

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Aims to provide a systematic understanding of foreign exchange markets. The topics include participants and uses of foreign exchange markets; determination and forecasting of foreign exchange rates; and forwards, futures, swaps, and options. Concludes with several sessions using a computerized foreign exchange trading simulation program. Usually offered every year.

Staff

IEF 219f International Banking

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Provides a survey of international banking. Topics will include structures and functions of global banks, financial innovations, syndications, offshore banking centers, supervision, and risk analysis. Students will use case studies and will form teams to perform a country analysis project. Usually offered every year.

Ms. Hughes

IEF 220a World Financial Centers

Open only to M.S.F. students. Consult the M.S.F. program administrator for details regarding special costs and meeting times. May be repeated once for credit.

Meets in a different international financial center each year. Provides an in-depth analysis of international financial markets and their likely impact on the regional financial systems. Examines the microstructure of markets, rules governing the trading of equities, futures and options, mergers and acquisitions, and competitive regional issues. Usually offered every summer.

Staff

IEF 220f Credit Risk Analysis

Prerequisites: courses in accounting and financial statement analysis. Open only to IEF students. Meets for one-half semester and yields half-course credit.

Examines credit risk (i.e., the possibility that an obligor will fail to perform as agreed) from the perspective of the commercial banker. Focuses on a sound understanding of the firm and its business plan and how the banker constructs the appropriate structure for the senior loan. Topics include asset-based, real estate, and cash flow lending. Usually offered every year.

Mr. Bayone

IEF 221f Country Risk Analysis

Prerequisites: IEF 205a and IEF 382a. Open only to IEF students. Meets for one-half semester and yields half-course credit.

Explores country risk from the perspective of bankers who seek long-standing relationships with clients in emerging markets. Examines quantitative and qualitative techniques to manage country risk in a dynamic environment. Various country crises and success stories will be analyzed by using case studies. Usually offered every year.

Mr. Bayone

IEF 222a Investment Analysis

Required for entering M.S.F. students. Open only to M.S.F. students.

Provides a clear understanding of risk, return, and arbitrage—the underpinnings of any investment strategy. Financial models to measure and manage different dimensions of risk, identify arbitrage pricing relationships among various securities, and implement portfolio strategies are emphasized. Usually offered every year.

Mr. Chakraborty

IEF 222f Law of International Transactions

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Examines the legal regimes governing international financial transactions. Reviews legal nomenclature, the formation and performance of contracts, and legal structures affecting financial rights and interests. Various instruments will be discussed, including letters of credit, loan and security documents, prospectuses, and underwriting agreements. Usually offered every year.

Staff

IEF 223b Fixed Income Securities

Focuses on capital markets and, in particular, analysis of debt securities and markets, conventions, mathematics, and relative valuation. Emphasis is placed on factors determining market expected yields such as default risk, liquidity, terms, optionality, and structure. Usually offered every year.
Staff

IEF 223f Relative Values of Securities

Open only to M.S.F. students. Meets for one-half semester and yields half-course credit.
Introduces students to the issues and analysis necessary for making the decision to purchase securities. The principal focus is on publicly traded securities. Debt and equity security values will be addressed. Usually offered every year.
Mr. Aikens

IEF 225a Investment Analysis: Strategy and Real Options in Decision-Making

Prerequisite: IEF 210b.
The class focuses on strategic investments and decision-making. The application of option pricing techniques to the valuation of real investment projects are covered. This methodology introduces the concept of managerial flexibility as a valuable and strategic option that is incorporated into the traditional valuation models of discounted cash flows and net present value. Usually offered every year.
Ms. Bulan

IEF 225b Global Marketing Strategy

Starting with a brief overview of marketing disciplines, the course will develop strategies for entering and operating in diverse international markets at varying levels of investment. The case study method will be used to examine the process that leads to a successful marketing strategy, including financial analysis, economic and geographic evaluation, cultural and political assessment, and infrastructure evaluation. Usually offered every year.
Mr. Chen

IEF 226a Financial Product Marketing

Open only to IEF students.
Focuses on the application of general marketing concepts and practices to financial services and products. Strongly recommended for students pursuing a marketing career in the financial industry. Usually offered every year.
Mr. Chen

IEF 226f Topics in Financial Engineering

Prerequisite: IEF 205a or 305a. Open only to IEF students. Meets for one-half semester and yields half-course credit.
Explores the core concepts of financial engineering by examining three interrelated topics: debt and capital structure decisions, company reorganization and restructuring, and international investments and finance. Each topic is used to investigate the underlying theory and management practice of financial engineering. Usually offered every year.
Staff

IEF 228a Financial Innovation and Structured Finance

Prerequisites: Knowledge of basic quantitative analysis, and either IEF 205a or IEF 305a.
Introduces financial engineering innovation within the context of managerial decisions and solving vexing problems of investment management and corporate finance. A functional perspective is followed that characterizes various products by the needs they satisfy, cost factors, and exploitation of arbitrage opportunities. Case studies detail the innovation and use of recent structured securities. Usually offered every year.
Mr. D'Vari

IEF 229f Hedge Fund Management

Open only to IEF students. Meets for one-half semester and yields half-course credit.
Covers the historical evolution of hedge funds, analyzes the regulatory government, and considers key issues in the "hedge fund universe," such as price versus value, risk versus volatility. Usually offered every year.
Staff

IEF 230b Managing International Business

Firms compete internationally through trade, foreign investment, and alliances. To succeed, they need to manage three sources of competitive advantage: country environments, firm capabilities, and government policies. Using case discussion, students analyze the international strategies of United States, Japanese, and European firms. Usually offered every year.
Mr. Chen

IEF 234b Entrepreneurial Finances and Business Plans

Open only to IEF students.
Introduces techniques for preparing business plans and explores the process of using a business plan to acquire funding. Requires students to prepare a business plan for a new venture and to present this plan in front of a critical audience. Usually offered every year.
Mr. Reed

IEF 235b Entrepreneurship

Addresses the fundamentals of starting and growing a business, including entrepreneurial finance and financial management. Covers theory and practice, and includes presentations by speakers engaged in entrepreneurship, underwriting, and venture capital. Assignments include a team project to construct a business plan for a startup company using actual data. Usually offered every year.
Staff

IEF 236f Strategic Negotiations

Open only to IEF students. Meets for one-half semester and yields half-course credit.
Explores the dynamics of international business negotiations in the context of evolving global industries. Students will develop an understanding of negotiation strategy, positioning, and process, as well as the skill necessary to effectively design, negotiate, and manage transnational deals. Usually offered every year.
Staff

IEF 237b Organizational Behavior

Open only to Master's students.
Covers the fundamentals of organizational behavior, including the topics of leadership, work motivation, organizational culture, organizational structure, group dynamics, perception, decision-making, and cross-cultural interaction. Assignments include group project analysis of real organizational dilemma using concepts covered in class. Usually offered every year.
Mr. Molinsky

IEF 239f Service Management

Open only to IEF students. Meets for one-half semester and yields half-course credit.
Introduces the field of service management, with a focus on marketing, operations, and human resources. Issues include critical factors in customer satisfaction, internationalization of services, and organizing for effective service delivery. Uses case studies in hotel, health care, and legal industries. Usually offered every year.
Mr. Oshins

IEF 246f Alliance Strategy

Open only to IEF students. Meets for one-half semester and yields half-course credit.
In many industries, collaboration between firms now goes hand in hand with competition. Inter-firm alliances of various sorts (e.g., joint ventures, joint research, and long term supply contracts) have become critical to success in high-technology industries, as well as in certain geographic markets. Surveys the strategic and organizational issues involved in using such alliances. Discusses ideas from the theoretical, empirical, and normative research on the topic, and apply these ideas to managerial decisions using case studies. Usually offered every year.
Mr. Gomes-Casseres

IEF 248a Technology Strategy

Open only to IEF students. Prerequisite: IEF 245f or previous study of competitive strategy recommended.
The Internet is changing the way business is conducted. What will be the new rules? This question will be explored through readings, case studies, online research, and hands-on Web design. Usually offered every year.
Mr. Gomes-Casseres.

IEF 249c The Integrated Business Enterprise

Enrollment limited to M.B.A.i. students. Meets fall and spring semesters for a total of one semester course credit. Students must enroll in both semesters to receive credit.

A capstone course for the M.B.A.i. program that helps students apply skills and concepts learned in other courses and understand how business functions are integrated in a multinational enterprise. Focuses on projects, teamwork, simulations, and business presentations addressing current issues in international business. Usually offered every year.

Mr. Reed

IEF 260b International Trade Policy and Institutions

Open only to IEF students.

Develops the fundamental economic theories behind the various policies that regulate and interfere with international trade. Examines the predominant national and international institutions that are charged with administering these policies as well as the scope and process for potential reform. Usually offered every year.

Staff

IEF 261f International Institutions in the Global Economy

Prerequisite or corequisite: IEF 202b. Open only to IEF students. Meets for one-half semester and yields half-course credit.

Explores the role of international organizations in the development process. Topics include alternative approaches to lending for development and the global financial architecture. Case studies of World Bank and IMF experience, with particular emphasis on East Asia and Latin America, illustrate the application of different strategies. Experts from these institutions will participate in the delivery of the course. Usually offered every year.

Staff

IEF 281f Information Management

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Surveys of quantitative techniques and computer tools in management information systems including database manipulation. Objective of the course is to help students acquire advanced computer skills through cases and hands-on applications. Usually offered every year.

Staff

IEF 282f Financial Modeling

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Introduces quantitative modeling techniques for analyzing the financial performance of projects and companies and valuing earning streams. A key objective is to help students develop sophisticated skills in using spreadsheets and related software through cases and hands-on applications. Usually offered every year.

Staff

IEF 283f Introduction to Econometrics

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Survey of quantitative techniques and computer tools in data analysis and forecasting, including econometric estimation. The course will include case studies and the use of computer applications. Usually offered every year.

Staff

IEF 284b Econometrics with International Applications

Econometric theory and applications.

Discusses the statistical theory of regression modeling and associated hypothesis testing, with emphasis on the construction, interpretation, and use of econometric models. Usually offered every year.

Staff

IEF 285f Electronic Commerce

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Explores information technology and Internet technology. Familiarizes students with the basic technologies, systems, and applications that enable the business infrastructure. Examines the business and economics of network technologies and how it can reshape business. Usually offered every year.

Ms. Phillips

IEF 286f Managerial Accounting and Control

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Intermediate-level managerial accounting with special emphasis on applications to managerial decision making for strategic purposes. Covers conceptual and technical skills needed to manage financial and strategic control problems facing analysts and managers. Areas covered include cost behavior, understanding strategy in the context of managerial financial decisions, and the nature of strategic planning and managerial control. Usually offered every year.

Staff

IEF 287f Financial Statement Analysis

Open only to IEF students. Meets for one-half semester and yields half-course credit.

Designed to develop skills in analyzing external financial reports. Topics include financial statements terminology, mergers and acquisitions, cash flow analysis, and foreign exchange and foreign tax issues. Usually offered every year.

Staff

IEF 288f Quantitative Techniques

Open only to M.S.F. students. Meets for one-half semester and yields half-course credit.

Introduces the mathematical and econometric techniques commonly used in financial research and decision making. Includes forecasting and estimation, financial modeling, sensitivity analysis, and simulation techniques. Usually offered every year.

Mr. Erbil

IEF 297a Field Project

Prerequisite: Two semesters at GSIEF or permission of program director. Yields half-course credit.

Offers students an opportunity to apply the theories and key themes covered in the core courses in a real-life setting. Requires completion of at least six weeks of a paid or unpaid internship approved and monitored by a faculty advisor. The project could involve a research or consulting assignment or a structured internship in the school's fields. Interested students should consult the guidelines established by the school. Usually offered every year.

Staff

IEF 298b Independent Study

Normally available for a student who wishes to pursue advanced reading on research in a subject or field not available in the department's course listings. Usually offered every semester.

Staff

IEF 299a Master's Project

A student wishing to complete a master's project, under the guidance of a faculty advisor, may enroll in this course during his or her final semester in the master's program. Projects may involve a short analytical thesis, the solution of an applied problem, or a report on work completed in an appropriate internship. Usually offered every year.

Staff

IEF 300a Readings

Usually offered every year.

Staff

IEF 301a Advanced Microeconomics I

Study of the theories of microeconomics including optimization, theory of the firm, theory of the consumer, duality theory, general equilibrium, welfare economics, public goods, and externalities. Usually offered every year.

Staff

IEF 301b Advanced Microeconomics II

Investigates advanced topics in microeconomics including decision making under uncertainty, dynamic optimization, game theory, and strategic interactions; imperfect competition and oligopoly theory; and information economics including moral hazard and adverse selection. Usually offered every year.

Staff

IEF 302a Advanced Macroeconomics I

Study of the modern theory of consumption, investment, the current account, and the implications of monetary and fiscal policy. Topics include inflation, unemployment, rational expectations, the impact of a government deficit, the determination of interest rates, and the behavior of exchange rates. Long-run properties of short-run models and the microeconomics of macro models. Usually offered every year.

Mr. Villanueva

IEF 302b Advanced Macroeconomics II

Current research issues in macroeconomics, such as the impact of supply shocks, real demand shocks, and monetary shocks on output, interest rates, and exchange rates. Empirical studies and testing of competing macroeconomic theories. Usually offered every year.
Mr. Shankar

IEF 305a Advanced Financial Theory

An introduction to capital market theory and the theory of corporate finance. Usually offered every year.
Ms. Osler

IEF 325a Transition Economics

This course examines the transformation of whole economic systems, as well as their parts, including financial systems, legal systems, and individual forms. Economic concepts, models, and methods are drawn from fields of comparative economic systems, comparative institutional analysis, industrial organization, and econometrics to analyze economic transition in the former socialist countries, economic liberalization in developing economies, and privatization in OECD countries. Usually offered every second year.
Mr. Jefferson

IEF 335b Industrial Organization

Examines factors that affect the organization of industrial activity. The course includes cross-country studies of firm and industry structure and performance and their technological and institutional determinants, innovative behavior under comparative market multinationals and their strategic behavior, and comparative perspectives on the economic role of the state. Usually offered every year.
Ms. Sanyal

IEF 360b International Trade Theory

Topics include comparative advantage and general equilibrium; the factor-proportions theory and alternative explanations of trading patterns; trade with imperfect competition; commercial policy in the presence of domestic distortions; preferential trading blocs; exogenous and endogenous growth in open economics; and the evolution of the GATT system. Usually offered every year.
Ms. McCulloch

IEF 375b Development Economics

Reviews various models of growth and development, including models of project evaluation, household economic choice, long-run growth, technological change and human resource investment, and alternative development strategies. Includes extensive review of related empirical work that tests various hypotheses that emerge from the theoretical literature. Usually offered every second year.
Mr. Jefferson

IEF 382a International Macroeconomics

Applications of macroeconomic theory to open economies. Topics include international parity theorems, models of exchange rate determination, and central bank management of the exchange rate. Usually offered every year.
Mr. Kim

IEF 384b Advanced Econometrics

Prerequisite: IEF 284b or permission of the instructor. Designed for second-year Ph.D. students.

Covers several econometric topics drawn from cross-sectional and time series disciplines. A theme throughout the course is the use of computational models such as bootstrapping and monte-carlo experiments. Usually offered every year.
Mr. LeBaron

IEF 399a Dissertation Workshop

Involves invited lectures by Brandeis faculty and other researchers. Presentation and discussion of dissertation topics and work in progress. Usually offered every year.
Mr. LeBaron

IEF 399b Dissertation Workshop

Involves invited lectures by Brandeis faculty and other researchers. Presentation and discussion of dissertation topics and work in progress. Usually offered every year.
Mr. LeBaron

An interdepartmental program

International Studies

Courses of Study:
Minor

Objectives

The undergraduate International Studies Program (ISP) is designed to familiarize students with the basic characteristics of the international system and to permit them to explore particular aspects of that system in greater depth. ISP encompasses interactions among national governments, international institutions, and international private actors, as well as the effects of those interactions on the economy, populace, and society within nations. ISP therefore deals with the interactions (or "feedback effects") between the domestic and international environments, as well as the interdependence between states.

How to Become a Program Member (Minor)

Students are required to consult with the program director as to their course of study. Program offerings are divided into a required core group and a series of elective groupings. Students are required to complete the core group (International System) consisting of three courses. Students must also select and complete three courses within a second thematic grouping of courses (except for the International Economics grouping, which requires four courses). Three of the courses submitted to fulfill program requirements must be completed outside the student's major. Students are also required to complete a substantial research paper on some aspect of the international system.

Committee

Steven Burg, Director
(Politics)

Silvia Arrom
(History)

Robert Art
(Politics)

Eugene Black
(History)

Seyom Brown
(Politics)

F. Trenergy Dolbear
(Economics)

Rachel McCulloch
(Economics)

Wellington Nyangoni
(African and Afro-American Studies)

Peter Petri
(Economics)

George Ross
(Politics/Sociology)

Mireya Solis
(Politics)

Eva Thorne
(Politics)

Requirements for the Minor

Participants in the minor will be expected to meet the following requirements:

A. Satisfactory completion of the International System grouping: POL 15a (Introduction to International Relations), LGLS 125b (International Law, Organizations, and Conflict Resolution) or POL 172b (Introduction to International Political Economy) and either POL 160b (World Politics since 1945), or HIST 137a (Evolution of the International System, 1815 to the Present).

B. Satisfactory completion of three additional courses within a second thematic grouping of courses, except for the International Economics grouping which requires completion of four courses. (Note: The list of groupings and courses given below is not comprehensive. Students may offer other relevant courses with permission of the program director.)

C. Three of the courses submitted to fulfill the requirements of the minor must be from outside the student's major.

D. No course offered in the fulfillment of ISP minor may be taken pass/fail.

E. Students must complete a substantial research paper, usually in connection with one of the elective courses completed as part of the program on a topic approved by the program chair. The paper must be read and approved by one member of the program faculty in addition to the course instructor. (The course instructor remains solely responsible for grading of the paper with respect to the course.) The research paper is to be undertaken only after completion of at least four program courses, usually in the junior or senior year. A senior honors thesis completed in a department may, if appropriate, be used to fulfill this requirement.

Courses of Instruction

International System

HIST 137a
Evolution of the International System, 1815 to the Present

LGLS 125b
International Law, Organizations, and Conflict Resolution

POL 15a
Introduction to International Relations

POL 160b
World Politics since 1945

Africa

AAAS 80a
Economy and Society in Africa

AAAS 85a
Survey of Southern African History

AAAS 163b
Africa in World Politics

AAAS 164a
Changing Institutions of Contemporary Africa

ANTH 133a
Tradition and the Contemporary Experience
in Sub-Saharan Africa

Asia

ECON 7b
The Economy of Japan

HIST 80b
East Asia in the Nineteenth and Twentieth
Centuries

POL 133a
Japanese Political Economy

POL 134b
Japan and the World

POL 147a
The Government and Politics of China

POL 148b
Contemporary Chinese Politics

POL 150a
Politics of Southeast Asia

POL 178a
International Politics of the Pacific

Europe

HIST 52b
Europe from 1789 to the Present

HIST 134b
Nineteenth-Century Europe: Nationalism,
Imperialism, Socialism (1850-1919)

HIST 142b
Europe since 1945

NEJS 168b
Jews in East-Central Europe, 1914-Present

POL 11b
Introduction to Comparative Government:
Europe

POL 129a
East European Politics

POL 153a
The New Europe: European Economic and
Political Integration

POL 156b
West European Political Systems

POL 157b
Building a New Europe: Politics, Economics,
Societies, and Culture

Latin America

AAAS 167a
African and Caribbean Comparative
Political Systems

ECON 26a
Latin America's Economy

HIST 71b
Latin American History, 1870 to the
Present

POL 144a
Latin American Politics I

POL 144b
Latin American Politics II

POL 145b
Topics in Latin American Politics

SOC 125b
U.S.-Caribbean Relations

Middle East

AAAS 175a
Comparative Politics of North Africa

NEJS 143b
The World of Shi'i Islam

NEJS 145b
The Making of the Modern Middle East

POL 146b
Revolutions in the Third World

SOC 157a
Sociology of the Israeli-Palestinian
Confrontation

Conflict and Conflict Resolution

LGLS 130a
Conflict Analysis and Intervention

POL 128b
The Politics of Revolution

POL 161b
Causes and Prevention of War

POL 176a
Seminar: International Crisis Management,
Interaction, and Peacekeeping

SOC 157a
Sociology of the Israeli-Palestinian
Confrontation

Development

AAAS 126b
Political Economy of the Third World

AAS 158a
Theories of Development and
Underdevelopment

ANTH 55a
Models of Development: Third World

ANTH 163b
Economic Anthropology: Production and
Distribution

ANTH 164a
Topics in Economic Anthropology

ECON 175a
Introduction to the Economics of
Development

PHSC 4a
Science and Development

POL 175b
Global Civil Society

POL 180b
Sustaining Development

SOC 107a
Global Apartheid and Global Social
Movements

SOC 112a
Topics on Women and Development

SOC 171a
Women Leaders and Transformation in
Developing Countries

Environmental and Population Issues

AAAS 60a
Economics of Third World Hunger

ANTH 20b
The Development of Human Food
Production

BISC 2a
Human Reproduction, Population
Explosion, Global Consequences

CHSC 3a
The Planet as an Organism: Gaia Theory and
the Human Prospect

POL 179a
Politics and Hunger

SOC 175b
Environmental Sociology

Ethnicity and Human Rights

AAAS 116b
Comparative Race and Ethnic Relations

ANTH 139b
Language, Ethnicity, and Nationalism

POL 127b
Managing Ethnic Conflict

POL 163a
Human Rights and International Relations

International Economics

ECON 2a (required)
Introduction to Economics

ECON 8b (required)
Analysis of Economic Problems

ECON 33a
Business in the Global Economy

ECON 160a
International Trade Theory

ECON 161a
International Finance

ECON 175a
Introduction to the Economics of Development

International Political Economy

AAAS 126b
Political Economy of the Third World

POL 166b
Issues in International Political Economy

POL 172b
Introduction to International Political Economy

POL 175b
Global Civil Society

Technology and Society

AAAS 117a
Communications and Social Change in Developing Nations

HIST 131b
Science and Technology in the Twentieth Century

PHSC 4a
Science and Development

PHSC 7b
Technology and the Management of Public Risk

SOC 174b
Nature and Technology

Women in Society

HIST 139a
Women, Gender, and Family

POL 159a
The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

SOC 112
Topics on Women and Development

SOC 171a
Women Leaders and Transformation in Developing Countries

WMNS 195b
Woman's Voice in the Muslim World

An interdepartmental program

Internet Studies

Courses of Study:
Minor

Objectives

The Internet provides powerful tools to change how we work, how we play, how we learn, how we live. Its significance may well rival that of the printing press and of writing itself, with a timetable that is enormously accelerated. By supporting rapid and cheap communications it has fostered a truly global economic system and transformed societies throughout the world. The program in Internet Studies affords opportunities for students and faculty members to study the evolution of this revolutionary technology and its pervasive political, economic, cultural, and artistic ramifications in a multidisciplinary framework. It highlights the socioeconomic forces that shape the Internet and the global response to it and helps students to frame the information revolution in critical perspective. The program's interdisciplinary approach adds an important liberal arts perspective for students whose focus is primarily technical and supplies the essential technical component for students whose primary interests lie in the realm of social, humanities, and artistic concerns.

How to Become a Program Member (Minor)

The program is open to all Brandeis undergraduates. To enroll in the program, consult with a member of the Internet Studies Program committee and fill out declaration forms from the Office of Academic Affairs. Students who complete the requirements of the program receive Internet Studies certificates and notations on their transcripts.

Committee

Timothy Hickey, Chair
(Computer Science)

Pamela Allara
(Fine Arts)

Anne Carter
(Economics)

Richard Gaskins
(American Studies)

Benjamin Gomes-Casseres
(International Economics and Finance)

Caren Irr
(English)

David Jacobson
(Anthropology)

Requirements for the Program

Students must complete six courses. Students may "double count" only two courses toward their major and this program

A. Two core courses: COSI 2a (Introduction to Computers) and COSI 33b (Internet and Society). Computer science majors may substitute COSI 21a for COSI 2a.

B. Three elective courses from the program listing. The list of approved elective courses will change from year to year as the departments, the Internet, and society changes.

C. One senior research course: an independent study, internship, or senior honors thesis in the student's major (with an emphasis on some aspect of Internet Studies as approved by a member of the program's faculty), or a senior seminar in Internet Studies if offered.

Courses of Instruction

INET 92a and b Internship in Internet Studies

Signature of Professor Hickey required.

Usually offered every year.

Staff

INET 97a and b Senior Seminar

Signature of the instructor required.

Usually offered every year.

Staff

INET 98a and b Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

Core Courses

COSI 2a

Introduction to Computers

COSI 33b

Internet and Society

SOC 116b

Sociology and the Internet

Elective Courses

The following courses approved for the program. Not all given in any one year. Please consult the *Course Schedule* each semester.

AMST 131b

News on Screen

AMST 134b

The New Media in America

ANTH 138a

Social Relations in Cyberspace

ANTH 174b

Virtual Communities

COSI 11a

Programming in Java and C

COSI 125a

Human Computer Interaction

ECON 141b

Technological and Economic Change

ENG 101b

Cyber-Theory

IEF 148a

Business on the Internet

FA 20b

Introduction to Visual Culture

LGLS 129b

Law, Technology, and Innovation

LGLS 150a

Law and Society in Cyberspace

SOC 116b

Sociology and the Internet

An interdepartmental program

Islamic and Middle Eastern Studies

Courses of Study:
Minor
Major [B.A.]

Objectives

The Islamic and Middle Eastern Studies (IMES) major is an interdisciplinary curriculum sponsored by the Department of Near Eastern and Judaic Studies in conjunction with the faculty from several other departments. It is designed to provide a strong foundation in Middle Eastern studies with a specialized knowledge of Islam. The major requires students to take elective courses from the departments represented by the faculty committee. Key contributing departments, in addition to Near Eastern and Judaic Studies, include politics, history, economics, sociology, African and Afro-American studies, and anthropology. With a solid training in language, political theory and praxis, history, economics, sociology, and anthropology, the major is especially appropriate for students wishing to pursue graduate work, particularly in the field of Middle Eastern studies, or for those who wish to pursue careers dealing directly or indirectly with the Middle East.

How to Become a Major or a Program member (Minor)

Students who wish to major in Islamic and Middle Eastern Studies must take the core course in Islamic civilization (IMES 104a) and at least two full years of a Middle Eastern language. The two years of language may be comprised of either two years of Arabic or, alternatively, one year of Arabic and one year of another Middle Eastern language such as Persian, Turkish, or Hebrew. Students who are fluent in Arabic, Persian, or Turkish may be exempted from the language requirements for a major in IMES upon approval by the chair of IMES. In addition, with the goal of achieving a balanced understanding of the overall field of study, the student must take two courses in the classical period and two courses in the modern as well as three courses to be chosen from the wide intellectual variety of elective courses. One of the three elective courses may be Arabic 40, which also counts as part of the two years of language requirements. Study in the Middle East for a term or a year is encouraged. As a culmination of the student's education, he or she is encouraged to write a senior thesis with emphasis on some aspects of Islamic and Middle Eastern studies.

Committee

Avigdor Levy, Chair
(Near Eastern and Judaic Studies)

Tzvi Abusch
(Near Eastern and Judaic Studies)

Seyom Brown
(Politics)

Gordon Fellman
(Sociology)

Kanan Makiya
(Near Eastern and Judaic Studies)

Leonard Muellner
(Classical Studies)

Yitzhak Nakash
(Near Eastern and Judaic Studies)

Wellington Nyangoni
(African and Afro-American Studies)

Franck Salameh
(Near Eastern and Judaic Studies)

Requirements for the Major

A. Either four semesters of Arabic (usually ARBC 10a, 20b, 30a, and 40b) or two semesters of Arabic and two semesters of another Middle Eastern language such as Persian, Turkish, or Hebrew. Students who are fluent in Arabic, Persian, or Turkish may be exempted from the language requirements upon approval by the chair of IMES.

B. Core course: IMES 104a (Islam: Civilization and Institutions).

C. Two courses pertaining to the classical period [e.g., ARBC 103a, 103b [Formerly NEJS 103a, 103b], NEJS 144a, 147a].

D. Two courses pertaining to the modern period [e.g., NEJS 143b, 145b, 146b, 147b, 148a, 157a, 161b, 197b, 209a, 235a, SOC 157a, WMNS 195b [formerly NEJS 195b]].

E. Three additional courses from the list of electives below.

Requirements for the Minor

A. Two semesters of a Middle Eastern language.

B. Core course: IMES 104a (Islam: Civilization and Institutions).

C. At least one course pertaining to the classical period from the following electives: ARBC 103a and b (formerly NEJS 103a and b), 144a, 147a.

D. At least one course pertaining to the modern period from the following electives: NEJS 143b, 145b, 147b, 148a, 157a, 161b, 195b, 197b, SOC 157a.

E. Two additional courses from the list of electives below.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

IMES 98a Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

IMES 98b Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

IMES 99d Senior Research
Signature of the instructor required.
Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

IMES 104a Islam: Civilization and Institutions [nw hum]

Provides a disciplined study of Islamic civilization from its origins to the current state of affairs. Approaches the study from a humanities perspective. Topics covered will include the Qur'an, tradition, law, theology, politics, Islam and other religions, modern developments, women in Islam, Islam and Middle-Eastern politics, and Islam in America. Usually offered every second year. Last offered in the fall of 2001.
Mr. Mohammed

Cross-Listed Courses

NEJS 129a Biblical Narratives in the Qur'an

NEJS 185a Topics in Israeli Social History

NEJS 196a Marriage, Divorce, and Sexual Ethics in Islamic Law

NEJS 217b The Question of Palestine

Elective Courses

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

AAAS 60a Economics of Third World Hunger

AAAS 80a Economy and Society in Africa

AAAS 123a Third World Ideologies

AAAS 126b Political Economy of the Third World

AAAS 163b Africa in World Politics

AAAS 175a Comparative Politics of North Africa

ANTH 80a World Religions

ANTH 133a Tradition and the Contemporary Experience in Sub-Saharan Africa

ANTH 154b Selected Topics in Comparative Religion: Seminal Works in the Study of Religion

ARBC 103a and b (formerly NEJS 103a and b) Advanced Literary Arabic

ECON 122b Economics of the Middle East

ECON 175a Introduction to the Economics of Development

HIST 110a The Civilization of the Early Middle Ages

HIST 110b The Civilization of the High and Late Middle Ages

HIST 112b The Crusades and the Expansion of Medieval Europe

HIST 134b Nineteenth-Century Europe: Nationalism, Imperialism, Socialism (1850-1919)

HIST 137a Evolution of the International System, 1815 to the Present

HIST 142b Europe since 1945

HIST 148b Central Asia in Modern Times

HIST 186a World War II

NEJS 108b Comparative Grammar of Semitic Languages

NEJS 110a Introduction to the Qur'an

NEJS 113b Near Eastern Law: Source, Sense, and Society

NEJS 114b Biblical Ritual and Cult

NEJS 130a The New Testament: A Historical Introduction

NEJS 143b Shi'ism and Political Protest in the Middle East

NEJS 144a Jews in the World of Islam

NEJS 145b The Making of the Modern Middle East

NEJS 146b The Destruction of the Ottoman Empire, 1800-1923

NEJS 147a The Rise and Decline of the Ottoman Empire, 1300-1800

NEJS 147b The Arab-Israeli Conflict

NEJS 148a Radical Islam

NEJS 157a History of the State of Israel since 1948

NEJS 161b The Monument and the City

NEJS 166a Modern Jewish History to 1880

NEJS 166b Modern Jewish History, 1880-1948

NEJS 185a Topics in Israeli Social History

NEJS 197b Political Cultures of the Middle East

NEJS 209a History and Memory in the Middle East

NEJS 235a Social History of the Middle East

NEJS 240b Nationalism and Religion in the Middle East

NEJS 245b States and Minorities in the Middle East

POL 128a The Politics of Revolution: State Violence and Popular Insurgency in the Third World

SOC 119a War and Possibilities of Peace

SOC 157a Sociology of the Israeli-Palestinian Confrontation

SOC 171a Women Leaders and Transformation in Developing Countries

SOC 175b Environmental Sociology

WMNS 195b The Woman's Voice in the Muslim World

An interdepartmental program

Italian Studies

Courses of Study:
Minor
Major [B.A.]

Objectives

Italian studies provides an interdisciplinary major and a minor for those who wish to extend their study of Italian beyond language and culture to areas of Italian literature, history, film, art history, and music. The study of Italian within a variety of cultural contexts enables students to deepen their understanding of a national heritage beyond the boundaries of a single time frame, region, gender, genre, or academic discipline. Students are encouraged to study abroad in their junior year and to take advantage of resources within the Boston Area Consortium (Boston College, Boston University, Tufts University, and Wellesley College).

How to Become a Major or Program Member (Minor)

Students in the major and the minor work closely with an advisor to develop an individualized plan of study that balances the exploration of a broad range of topics and sectors with a focus on a single discipline or cultural period.

Committee

Richard Lansing, Chair and Undergraduate Advising Head
(Romance and Comparative Literature)

William Kapelle
(History)

Alice Kelikian
(History)

James Mandrell
(Romance and Comparative Literature)

Charles McClendon
(Fine Arts)

Jessie Ann Owens
(Music)

Benjamin Ravid
(Near Eastern and Judaic Studies)

Paola Servino
(Romance and Comparative Literature)

Faculty

See Romance and Comparative Literature.

Requirements for the Major

The major in Italian Studies consists of a minimum of nine semester courses including the completion of one advanced language course, three literature courses, four courses from the related disciplines, and completion of the senior option. Students seeking honors will take a minimum of 10 courses:

A. ITAL 105a (Italian Conversation and Composition) or ITAL 106a (Advanced Readings in Italian).

B. ITAL 110a, ITAL 120b, IECS 135a, or IECS 140a.

C. Any four of the following Italian-related courses, approved by the student's advisor:

COML 103b	Madness and Folly in Renaissance Literature
FA 45a	St. Peter's and the Vatican
FA 51a	Art of the Early Renaissance in Italy
FA 58b	High and Late Renaissance in Italy
FA 60a	Baroque in Italy and Spain
HIST 123a	The Renaissance
HIST 139a	Women, Gender, and Family
HIST 139b	Fascism East and West
HIST 176b	Modern Italy 1848-1990
NEJS 151b	Merchants, Moneylenders, and Ghetti of Venice

D. Majors must complete either ITAL 97 (Senior Essay) or ITAL 99 (Senior Thesis) in their senior year, or an equivalent course or courses in a cognate department resulting in the writing of a senior essay or senior thesis on a subject relating to Italy.

E. Students are strongly encouraged to study abroad during their junior year for either one or two semesters. Equivalent or appropriate courses taken abroad may count towards the major. Students who are unable to engage in study abroad are encouraged to avail themselves of relevant courses offered by Consortium institutions in the Boston Area.

Requirements for the Minor

The minor in Italian Studies consists of five semester courses:

A. ITAL 105a (Italian Conversation and Composition) or ITAL 106a (Advanced Readings in Italian).

B. ITAL 110a, ITAL 120b, IECS 135a, or IECS 140a.

C. Any two of the Italian-related courses in C above, or other courses approved by the student's advisor:

D. Any elective course from the above listings in A, B, or C.

Other courses may be acceptable for requirement C and D, with the explicit permission of the program advisor.

Courses of Instruction

ITAL 10a Beginning Italian

Enrollment limited to 18 per section.

Students who have previously studied Italian must obtain permission of the instructor before enrolling.

For students who have had no previous study of Italian. A systematic presentation of the basic grammar and vocabulary of the language within the context of Italian culture, with focus on all four language skills: listening, speaking, reading, and writing. Usually offered every year.
Staff

ITAL 20b Continuing Italian

Prerequisite: ITAL 10a or the equivalent.

Enrollment limited to 18 per section.

For students with some previous study of Italian. Continuing presentation of the basic grammar and vocabulary of the language within the context of Italian culture, and practice of the four language skills. Special attention to reading and writing skills, as well as guided conversation. Usually offered every year.

Staff

ITAL 30a Intermediate Italian

[fl]

Prerequisite: ITAL 20b or the equivalent.

Enrollment limited to 18 per section.

Readings in contemporary Italian short stories, newspaper, and journal articles and short essays of cultural interest will be supplemented by video presentations (opera, film, "filmati," and "telegiornale" from RAI) designed to enhance oral comprehension.

Typical themes include social conflicts (Fascism, the problem of the "Mezzogiorno") and cultural phenomena (feminism, art, geography). Review of grammar, written exercises, and short compositions. Usually offered every fall.

Ms. Servino

ITAL 97a Senior Essay

Signatures of the instructor and the undergraduate advising head required. Students should consult the undergraduate advising head before enrolling. May not be taken for credit by students who have satisfactorily completed ITAL 97b.

Offers students an opportunity to produce a senior essay under the direction of an individual instructor. Usually offered every fall.

Staff

ITAL 97b Senior Essay

Signatures of the instructor and the undergraduate advising head required. Students should consult the undergraduate advising head before enrolling. May not be taken for credit by students who have satisfactorily completed ITAL 97a.

Offers students an opportunity to produce a senior essay under the direction of an individual instructor. Usually offered every spring.

Staff

ITAL 98a Independent Study

May be taken only with the written permission of the advising head and the chair of the department. Signatures of the instructor and the chair of the department required.

Reading and reports under faculty supervision. Usually offered every year.

Staff

ITAL 98b Independent Study

May be taken only with the written permission of the advising head and the chair of the department. Signatures of the instructor and the chair of the department required.

Reading and reports under faculty supervision. Usually offered every year.

Staff

ITAL 99d Senior Thesis

Signatures of the instructor and the undergraduate advising head required. Students should consult the undergraduate advising head before enrolling.

Usually offered every year.

Staff

ITAL 105a Italian Conversation and Composition

[hum]

Prerequisite: ITAL 30a or the equivalent.

Provides students with an opportunity to develop their oral and written proficiency in Italian, while familiarizing themselves with different facets of contemporary Italian culture and society. Readings will be supplemented by films and recordings. Usually offered every second year. Last offered in the spring of 2001.

Ms. Servino

ITAL 106a Advanced Readings in Italian

[hum]

Prerequisite: ITAL 30a or the equivalent.

Enrollment limited to 18.

Close study and analysis of representative works of Italian literature (prose, poetry, drama) and culture (art, history, music, cinema, politics) designed to enhance the student's reading skills. Three hours per week. Usually offered every year. Will be offered in the fall of 2002.

Mr. Lansing

ITAL 110a Introduction to Italian Literature

[hum]

Prerequisite: ITAL 30a or the equivalent. Surveys the masterpieces of Italian literature from Dante to the present. It is designed to introduce the student to the major authors and literary periods, styles, and genres and present an overview of the history of the literature. Conducted in Italian. Usually offered every second year. Last offered in the spring of 2001.

Mr. Lansing

ITAL 120b Modern Italian Literature

[hum]

Prerequisite: ITAL 30a or the equivalent. Analysis of major works by Svevo, Pirandello, Moravia, Silone, Lampedusa, Pavese, Primo Levi, Montale, and Vittorini with respect to the political, economic, and social problems of post-Risorgimento Italy. Conducted in Italian. Usually offered every second year. Last offered in the spring of 2002.

Mr. Lansing

IECS 135a Shifting Grounds: Social Change in Italian Fiction and Film

[hum]

Open to all students. Conducted in English with readings in English translation.

Charts various aspects of social change in Italian society and culture through close readings and discussions of literary and cinematic texts by Manzoni, Verga, Pirandello, Silone, Morante, Calvino, Rossellini, de Sica, Fellini, Pasolini, and Bertolucci, among others. Usually offered every third year. Last offered in the spring of 1999.

Mr. Mandrell

IECS 140a Dante's Divine Comedy

[hum]

Open to all students. Conducted in English with readings in English translation. A close study of the entire poem—*Inferno*, *Purgatorio*, *Paradiso*—as a symbolic vision of reality reflecting the culture and thought—political, philosophical, theological—of the Middle Ages. Readings will include two minor works, the *Vita Nuova* and *World Government*. Usually offered every second year. Last offered in the fall of 2001.

Mr. Lansing

IECS 150a Jewish Identity and Italian Culture

[hum]

Aims to discuss Jewish identity in contemporary Italian culture and provide an overview of the formation and transformation of the Jewish Italian community. Students read prose, poetry, essays, and articles, as well as view films that address issues of religious and national identity. Authors include Giorgio Bassani, Primo Levi, Rosetta Loy, among others. Special one-time offering. Will be offered in the spring of 2003.

Mr. Parussa

Japanese

Faculty

Hiroko Sekino

Courses of Instruction

JAPN 10a Beginning Japanese

Enrollment limited to 18. Meets five days per week for a total of six class hours per week.

Intended for students with no previous knowledge and minimal background. Offers intensive training in the basics of Japanese language. Usually offered every fall.

Ms. Sekino

JAPN 20b Continuing Japanese

Prerequisite: JAPN 10a. Enrollment limited to 18. Meets five days per week for a total of six class hours per week.

Continuation of JAPN 10a. Usually offered every spring.

Ms. Sekino

JAPN 30a Intermediate Japanese [fl]

Prerequisite: JAPN 20b. Enrollment limited to 18. Meets five days per week for a total of five class hours per week.

A continuation of JAPN 20b. Development of skills in speaking, reading, and writing, including the writing of short essays. Usually offered every fall.

Ms. Sekino

JAPN 40b Advanced Intermediate Japanese [hum]

Prerequisite: JAPN 30a. Enrollment limited to 18. Meets five days per week for a total of five class hours per week.

A continuation of JAPN 30a. Usually offered every spring.

Ms. Sekino

JAPN 98a Readings in Japanese

Prerequisite: JAPN 40b or equivalent.

Signature of the instructor required.

Usually offered every year.

Ms. Sekino

JAPN 98b Readings in Japanese

Prerequisite: JAPN 40b or equivalent.

Signature of the instructor required.

Usually offered every year.

Ms. Sekino

(100-199) For Both Undergraduate and Graduate Students

JAPN 105a Advanced Conversation and Composition I [hum]

Prerequisite: JAPN 40b or the equivalent. Enrollment is limited to 18.

This course aims to develop students' proficiency in writing, reading, and speaking through reading and discussion of Japanese texts on various topics. Speaking and listening skills will be developed through audiotapes, guided conversation, discussion of texts, and oral presentation. Usually offered every year.

Ms. Sekino

A graduate program

The Hornstein Program in Jewish Communal Service

Objectives

The graduate programs leading to the Master of Arts degree in Jewish communal service integrate Jewish studies and professional education through courses, fieldwork, and cocurricular activities.

They prepare students for leadership positions in a variety of settings, including federations, synagogues, community centers, Hillel foundations, schools, and other communal organizations.

There are four program options: a two-year program leading to the M.A. in Jewish communal service; a three-year joint degree program leading to the M.A. in Jewish communal service and the M.A. in Near Eastern and Judaic Studies (NEJS) (recommended for students interested in Jewish education); a 27-month (spans three summers)

dual degree program in conjunction with The Heller School for Social Policy and Management leading to the M.A. in Jewish communal service and the M.M. or M.B.A. (human services); and a special one-year M.A. degree program that is available to students with graduate degrees in social work, Jewish studies, or a related field.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to the Hornstein Program in Jewish Communal Service. In addition, applicants are expected to submit results of the Graduate Record Examination, a statement that describes the applicant's Jewish background and future professional plans and a sample of written material. Applicants are expected to arrange for a personal interview.

Course of Study:

Master of Arts

Certificate Program (Post-Doc)

Faculty
Susan Shevitz, Director

Jewish education. Organizational behavior, planning, and leadership.

Sharon Feiman-Nemser

Teacher education. Jewish education.

Sherry Israel

American Jewish community and demography.

Jon Levisohn

Philosophy of education.

Bernard Mehlman

Jewish traditional sources. Applied Judaica.

David Mersky

Philanthropy and fundraising.

Joseph Reimer

Jewish life cycle and identity. Jewish education.

Marlene Schultz

Fieldwork. Group work.

Carl Sheingold

American Jewish community and philanthropy. Organizational change.

David Starr

Zionist history.

Lawrence Sternberg

Jewish advocacy and community relations.

See the Department of Near Eastern and Judaic Studies and the catalog for The Heller School for related faculty and course offerings.

Requirements for the Degree of Master of Arts

Program of Study

Students are expected to complete a minimum of 16 courses, at least 12 of which are Hornstein courses, in the following areas: professional studies, contemporary Jewish studies, and classical Jewish studies. Students may take courses at other Boston-area graduate schools (Boston University, Boston College, Tufts University, and The Heller School at Brandeis). Students may concentrate in Jewish education or specialize in advocacy or fundraising and philanthropy.

For the one-year M.A. program, students are required to successfully complete a minimum of eight courses as well as a fieldwork experience. In conjunction with a faculty advisor, course work is individually designed to meet the student's needs.

Fieldwork

Students are required to successfully complete two supervised fieldwork experiences in Boston-area Jewish educational or communal service organizations. In the first year, fieldwork is 15 hours a week; in the second year, 20 hours. This schedule requires students to be in residence through the middle of May and to plan for a shorter winter intersession than indicated in the University's Academic Calendar.

Joseph and Esther Foster Seminar in Israel on Contemporary Jewish Life

This four-week program, held during May and June after a student's first year, is a combination of classes and field visits designed to provide an in-depth understanding of Israel and its relationship with diaspora communities. It is sponsored in cooperation with the JCC (Jewish Community Centers) Association of Israel. Costs are partially subsidized by scholarships provided by the Joseph and Esther Foster Fund, the Kraft Israel Initiative, and the Jewish Agency.

Summer Study in Israel Program (SSIP)

Required of Jewish education majors and open to other students. SSIP takes place at the conclusion of the Foster Seminar. This program, heavily subsidized by the Kraft Israel Initiative, affords students the opportunity of additional study in Judaica and Hebrew language in Israel.

Substantive Paper

In the second year students are required to submit a major substantive paper growing out of some aspect of their fieldwork experience. The paper analyzes a practical issue in Jewish communal service or education in light of the student's own experience and the relevant literature.

Residence Requirement

The residence requirement is two years of full-time study or the equivalent thereof in part-time study.

Language Requirement

All students are expected to have mastered the Hebrew alphabet prior to beginning their studies. Fluency in Hebrew at a level comparable to two years of college training is required for graduation. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language in their first year and, if necessary, during the summer after the first year. A preparatory program in the summer before enrollment is available through the Brandeis Hebrew Program and is highly recommended.

Cocurricular Requirements

Seminar on Contemporary Jewish Issues

During the fall term this seminar meets once each week with guest speakers on a range of subjects on the contemporary Jewish agenda. Required of all first-year students.

Tisch Seminars

Students participate in special seminars focusing on professional skill development.

Betty Starr Colloquium

First-year students spend three days in New York City visiting the national offices of major Jewish organizations to explore aspects of the communal agenda with agency executives.

Milender Seminar in Jewish Communal Leadership

First- and second-year students participate in a three-day seminar on campus on Jewish communal leadership with an outstanding professional leader of the Jewish communal world.

Bridge of Understanding

Students participate in a 10-day trip to Germany under the auspices of Bridge of Understanding, an organization promoting Jewish-German communication. Students meet with Jewish communal professionals and government officials and visit programs and sites of Jewish and general interest.

Three-Year Joint Master's Program: Hornstein/NEJS

Program of Study

This degree is for students accepted into the Hornstein Program who seek a more intensive level of Judaic studies than is normally available in the two-year curriculum. It is recommended for students interested in Jewish education. Students who enroll in the three-year program devote most of their first year to Judaic studies and must take at least one additional NEJS course in each of their remaining two years. These must be regular graduate (100- or 200-level) NEJS courses and HBRW courses, not courses primarily geared for Jewish communal service students, and only one of the courses may deal primarily with the contemporary period. NEJS and HBRW course selections must be approved by the NEJS faculty member overseeing this program.

In their first year, students complete six NEJS courses and one JCS course. In their second year, students complete one NEJS course and seven JCS courses and in the summer complete the Israel Seminar (JCS 350a, Foster Seminar in Israel on Contemporary Jewish Life), and individualized Judaica study in Israel (SSIP). In their third year, students complete one NEJS course (that may be a reading course to prepare for the comprehensive exam) and six JCS courses.

Admission

Applicants must submit a single application in duplicate to the Hornstein/NEJS joint master's degree program.

Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew.

Twenty-Seven Month Dual Master's Program: Hornstein/Heller

This program prepares professional leaders who combine a high level of management skills with broad knowledge of the contemporary Jewish world. The program blends The Heller School's management curriculum with the Hornstein Program's integrated approach to Jewish communal work. Graduates of the dual degree program receive two master's degrees: a Master of Arts in Jewish communal service from the Hornstein Program and either a Master of Management or the M.B.A. (human services) from The Heller School of Social Policy and Management. The dual degree program spans a 27-month period beginning in June.

Courses of Instruction

(200 and above) Primarily for Graduate Students

JCS 206b Informal Education in Jewish Settings

Theory and skills of informal education as these would be applied in different types of programs and organizations in the Jewish community. Usually offered every second year. Will be offered in the spring of 2003. Mr. Reimer

JCS 213b Basic Jewish Literacy

Designed to familiarize students with some of the basic terms, concepts, and texts of traditional Judaism. Aims to give a deeper understanding of Judaism that would allow students greater effectiveness in dealing with a religiously diverse Jewish community. Usually offered every year. Will be offered in the fall of 2002. Mr. Mehlman

JCS 215a The Developing Learner in a Jewish Educational Setting

Focuses on the developing child, adolescent, and adult who come to learn about themselves and their world in a Jewish context. The main themes of the course are: developing a Jewish identity, gaining cognitive mastery of Jewish tradition, and balancing attachments to family, community, and society. Usually offered every second year. Will be offered in the fall of 2002. Mr. Reimer

JCS 216a Philosophy of Jewish Education

At a time when the Jewish community is pinning hopes on the promise of Jewish education, we will raise philosophic questions about the nature of Jewish education. These include: What is Jewish education? What are its legitimate goals? What makes someone a "Jewish educator?" How do formal and informal education differ? How is philosophy of education manifest in the actual work of Jewish educators? Usually offered every second year. Will be offered in the fall of 2003. Mr. Levinson

JCS 217b Issues in Contemporary Israel

Explores the rise of the Zionist movement in the 19th and 20th centuries, the early history of the State of Israel, and issues such as religion, ethnicity, women, and Arab-Jewish relations in contemporary Israeli culture. Usually offered every year. Will be offered in the spring of 2003. Mr. Starr

Admission

Students applying to this program must demonstrate professional and academic capability and the capacity for sustaining an intensive program of study. Applicants must submit a single application in duplicate to the Graduate School of Arts and Sciences.

Program of Study

There are 27 required courses—15 at Heller and 12 at Hornstein, including one in Israel. In addition students are required to successfully complete two supervised fieldwork experiences in Boston-area Jewish organizations and a team consulting project for a local nonprofit agency.

Residence Requirement

Spans a 27-month period starting in June.

Language Requirement

Candidates are expected to establish competence in Hebrew, as described above.

One-Year Certificate Program in Jewish Education

A one-year certificate program is offered to NEJS Ph.D. students who have completed their residence requirement and at least one comprehensive examination

JCS 218b The Cycle of the Jewish Year: Text Studies

The Jewish calendar is almost totally mandated by the Hebrew Bible, yet the Sages gave shape and substance to the holiday celebrations. Focuses on the Scriptural texts, taken from the Torah, the Prophets, and the Hagiographa, which the Sages assigned for reading on holidays and assess what the Sages wanted to communicate—historically, theologically, and spiritually. Uncovers the rabbinic agenda which has shaped the practice of Judaism. Usually offered every second year. Will be offered in the spring of 2003. Mr. Mehlman

JCS 222b Teaching Jewish Texts

Examines a variety of ways that Jewish educators and communal professionals teach and present Jewish texts to different audiences. Usually offered every second year. Last offered in the spring of 2002. Staff

JCS 228b Jewish Communal Institutions in Transition: New Paradigms and New Structures

Major changes are taking place in the American Jewish community. Explores these developments on their own terms and as reflections of deeper paradigm shifts taking place in the relationship of individual Jews to their Jewish identity and their relationship to the Jewish community. Particular attention is paid to four arenas of change: Jewish identity; Israel/Diaspora relations; organizational structures and relationships; and philanthropy. Usually offered every year. Will be offered in the spring of 2003. Mr. Sheingold

JCS 229a The Structure and Agendas of the American Jewish Community

Examines the structure and function of the organized Jewish community, with special attention to key issues such as leadership, decision making, organizational culture, and the relations among the many elements of the community. Primary focus is on the American Jewish community with some attention to Israel/overseas organizations and other diaspora communities. Usually offered every year. Will be offered in the fall of 2002. Ms. Israel

JCS 234b Curriculum Theory and Development

Developing effective programs and courses requires an understanding of participants, concepts, contexts, and processes. Students gain an understanding of how programs and curricula are developed for formal and informal Jewish educational settings. Family education programming is used as the focus of the course. Usually offered every second year. Will be offered in the fall of 2002. Ms. Elkin

JCS 235a The Culture of Jewish Educational Settings

Provides models for understanding the culture of the fieldwork agency and the community in which it functions in order to understand the change process in formal and informal Jewish educational settings. Theoretical literature is applied to a series of cases that focus on educational change and leadership. Usually offered every fall. Ms. Shevitz

JCS 236a Teaching and Learning in Jewish Classrooms

Open to undergraduate juniors and seniors with permission and signature of instructor. As there is a field component, students should consult the instructor prior to enrolling.

Explores the intellectual, moral, and practical requirements of good teaching in Jewish classrooms. Through reading and writing, observations and investigations in the field, and practical experiments, students will develop skills to study and improve their teaching. Usually offered every year. Will be offered in the fall of 2003. Ms. Feiman-Nemser

JCS 237b Organizational Theory and Behavior

Organizations, even when carefully designed to be effective and benign environments, have characteristics that sometimes confound and frustrate the most dedicated professional. This course examines major theories of organization, with special attention to the implications they hold for understanding and managing what goes on. By applying different analytic frameworks to real and simulated organizational dilemmas, students will gain perspectives and skills to help them productively work in communal institutions. Usually offered every year. Will be offered in the spring of 2003. Ms. Shevitz

JCS 239b History and Philosophy of Jewish Philanthropy and Fundraising

Utilizing classical texts to illuminate the history and values of *tzedakah*, this course explores different presentation techniques employed in the contemporary Jewish communal setting. Students learn how to bring enduring Jewish values to bear upon the different tasks involved in the process of fundraising and development in Jewish organizational life. Usually offered every second year. Will be offered in the spring of 2003. Mr. Mersky

JCS 240a Jewish Advocacy: History, Issues, and Trends

Using case studies, this course examines the Jewish community relations organizations in North America, their early development, changing agendas, and styles of operation. The major focus is on the current issues facing the American Jewish community and the strategies to address them. Usually offered every second year. Will be offered in the fall of 2003. Mr. Sternberg

JCS 241a Skills and Techniques in Jewish Philanthropy and Fundraising

Provides a conceptual framework and develops a community organizational approach to organizing and implementing fundraising campaigns for Jewish communal organizations. Usually offered every fall. Mr. Mersky

JCS 242a Applied Skills in Jewish Advocacy

This course uses case studies as a method of understanding the underlying concepts of advocacy and exploring and utilizing essential skills in the practice of advocacy. Skills developed include coalition building, the skill of politics (affecting public policy and influencing decision-makers), the skill of organization (mobilizing the Jewish community and the general community), and the skills of leadership. Usually offered every second year. Will be offered in the fall of 2002. Mr. Sternberg

JCS 243b Financial Resource Development for the Nonprofit Agency

Prerequisite: JCS 241a.

Explores the strategic approach to funding the nonprofit agency in the Jewish community with an emphasis on major gifts management. Students learn the process of planning, developing, and soliciting leadership support through readings, lectures, guest speakers, simulations, and role plays. Usually offered every second year. Last offered in the spring of 2002. Mr. Mersky

JCS 248a Seminar in Professional Skill Development

Required of all first year students.

Provides students with the opportunity to develop, examine, and integrate their individual professional styles and skills as they relate to an internship in a communal agency setting. The goal is to help students understand the range of skills needed to work within our increasingly diverse Jewish community. Usually offered every year. Will be offered in the fall of 2002. Ms. Schultz

JCS 250d Seminar in Planning and Leadership

During the first semester a series of case studies to explore the processes of planning and the skills of community organization, politics, and planning at the organizational and communal levels is used. Students apply their knowledge of various communal organizations to revisit and reassess previous efforts as well as to envision and create new initiatives. Particular emphasis is given to the roles played and skills needed by professionals in the complex process of change. The second semester focuses on images of, requisite skills for, and diverse models of leadership, all of which provide paradigms for professional practice in the Jewish community. Usually offered every year. Messrs. Sheingold and Sternberg

JCS 287a Methods in Jewish Community Research

Designed to help students understand the uses and limitations of social research in the Jewish community. Research examples from Jewish communal settings are used to learn the concepts, vocabulary, and methods of a variety of approaches—including demographic studies, needs assessments, market research, and program evaluation. Usually offered every second year. Will be offered in the spring of 2003. Ms. Israel

JCS 287b Management Modules for Jewish Communal Professionals

Provides an introduction to fundamental management skills, including managerial communication and supervision, budgeting, marketing, conflict resolution, and peer consultation in the context of Jewish communal service. Emphasis on theory, fundamental concepts, vocabulary, and practice in the application of the skills in Jewish communal work settings. Classes and assignments involve case analysis, skill practice, and application exercises as well as background reading. Usually offered every third year. Last offered in the fall of 2000. Staff

JCS 350a Foster Seminar in Israel on Contemporary Jewish Life

Offered every year from mid-May through mid-June in Israel in cooperation with the Jewish Community Centers Association (JCCA) and the Melton Centre at Hebrew University. Usually offered every year. Staff

Required Seminars and Practica

Practicum in Jewish Advocacy, Jewish Philanthropy, and Fundraising

Required of advocacy specialists. Not for credit.

Practica for students specializing in Jewish advocacy or fundraising/philanthropy or for students concentrating in Jewish education are held to discuss field-based issues.

Perspectives on Israel

Required of all first-year students who will be participating in the Foster Seminar on Contemporary Jewish Life. Not for credit.

Meets biweekly in the second semester. Sets up a framework for exploring the dynamics of an effective learning group and examines the Israel-Diaspora relationship in relation to selected contemporary issues and to students' personal and professional commitments. Usually offered every year.

Ms. Israel

First Years' Fieldwork Discussion

Required of all first year students. Not for credit.

Sessions focus on fieldwork issues allowing for an exchange of ideas, where information is shared and mutual problems are discussed. These discussions offer an opportunity to learn how other agencies operate and how they approach common challenging problems.

Ms. Schultz

Cross-Listed Courses

NEJS 138b

Teaching American Jewish History

An interdepartmental program

Journalism

Courses of Study:

Minor

Objectives

The Journalism Program examines the place of the media in the American experience. The program offers students a unique, liberal-arts approach to the study of journalism. A diverse faculty of scholars and journalism professionals teach students about the role of the media in domestic and international affairs and train students in the skills necessary for the accomplished practice of journalism. In class and in professional environments, students wrestle with the challenges and responsibilities of communicating the essence of world events and domestic and human issues, in print and broadcast journalism.

The program is part of the University's larger effort to train students to be critical thinkers and forceful writers. While there are a few courses that teach specific journalistic skills, the Journalism Program is not a nuts-and-bolts communication program; rather it features a strong liberal arts curriculum that grounds students in an academic subject area and gives them the tools to translate and transmit knowledge to a general audience.

In the core courses and electives, students study the history and organization of media institutions; examine the ethical responsibilities of media practitioners; analyze the relationships among the media and other American social, political, and corporate institutions; and learn the reporting, writing, and editing skills needed by the print and broadcast media.

While some of our graduates advance directly to graduate programs in journalism and communications, and others take jobs in journalistic venues including public relations and advertising, many go on to other vocational areas where the skills and learning impacted by the program are found to be highly valuable.

How to Become a Program Member (Minor)

This minor is open to all Brandeis undergraduates, subject to limitations on appropriate class size. Students who complete the requirements of the program receive journalism certificates and notations on their transcripts.

Committee

Jacob Cohen, Director
(American Studies)

Jeffrey Abramson
(Politics)

John Burt
(English and American Literature)

Thomas Doherty
(American Studies)

Gordon Fellman
(Sociology)

Andrew Hahn
(Heller School)

Caren Irr
(English and American Literature)

Martin Levin
(Politics)

Eileen McNamara
(American Studies)

Richard Parmentier
(Anthropology)

Peter Petri
(Economics and Graduate School of International Economics and Finance)

Michael Socolow
(American Studies)

Stephen Whitfield
(American Studies)

Requirements for the Program (Minor)

Students are expected to complete a minimum of six courses from the following options:

A. Core Courses: Students will be required to take (at least) two out of the following three core courses: AMST 15a (Writing for the Media), AMST 137b (Journalism in Modern America), and JOUR 120a (The Culture of Journalism).

B. Students will be required to complete one of the three following options: Internship (students serve in a pre-approved outside internship along with JOUR 92a [Contemporary Media: Internship and Analysis]); Senior Writing Project (students write a one-semester long paper as an independent study in the Journalism Program—JOUR 98a or b); or Honors Thesis (students write an honors thesis in their major that is on a topic relating to the media).

C. Students will be required to take three electives from the following five special areas of study, no more than two in any one department: Contemporary Affairs and the Media; Analytical and Research Methods; History, Principles, and Practice; Communications Theory; or Politics, Law, and Ethics. Students are strongly encouraged to choose their electives from different groups. Not every course will be offered every year.

Courses of Instruction

AMST 15a Writing for the Media

[ss]

Core course for Journalism Program.

Signature of the instructor required.

A hands-on workshop designed to teach basic broadcast newswriting skills, as well as techniques for gathering, producing, and delivering radio and television news. Stresses the importance of accuracy. Issues of objectivity, point of view, and freedom of the press are discussed. Writing assignments will be written on deadline. Usually offered every year.
Staff

JOUR 92a Contemporary Media: Internship and Analysis

Prerequisite: AMST 15a, 137b, or 138b.

Signature of the instructor required.

This course brings together students who are independently engaged in various media internships and provides an opportunity for them to exchange their experiences with other students and to discuss and analyze related readings. Students who choose to satisfy the journalism minor's internship option must take this course. Usually offered every semester.
Staff

JOUR 98a Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

JOUR 98b Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

(100-199) Courses for Both Undergraduates and Graduate Students

JOUR 103b Advertising and the Media

[ss]

Signature of the instructor required.

This course introduces the advertising industry and its influence on various forms of the media. It examines the creative process in advertising, the use of advertising as propaganda, and the blurring of the line between advertising and editorial media. Usually offered every second year.

Mr. Socolow

JOUR 104a Political Packaging in America

[ss]

Signature of the instructor required.

Examines the history of political marketing, image-making in presidential campaigns, the relationship between news and ads, and the growth of public-policy advertising by special-interest groups to influence legislation. Usually offered every third year. Will be offered in the spring of 2003.

Staff

JOUR 107b The Media and Public Policy

[ss]

Signature of the instructor required.

This course examines the intersection of the media and politics, the ways in which each influences the other, and the consequences of that intersection for a democracy. Through analytic texts, handouts, and contemporaneous newspaper and magazine articles, this course will explore the relationship between policy decisions and public discourse. Usually offered every second year. Last offered in the fall of 2001.

Ms. McNamara

JOUR 110b Ethics in Journalism

[ss]

Enrollment limited to 20.

Should reporters ever misrepresent themselves? Are there pictures newspapers should not publish? Is it ever acceptable to break the law in pursuit of a story? Examines the media's ethics during an age dominated by scandal and sensationalism. Usually offered every year. Last offered in the spring of 2002.

Ms. McNamara

JOUR 112b Literary Journalism: The Art of Feature Writing

[ss]

Signature of the instructor required.

Introduces students to signal works of literary journalism. Helps develop the students' own voices by honing and improving students' own work and by critiquing the work of professionals and colleagues. Usually offered every second year. Will be offered in the spring of 2003.

Staff

JOUR 120a The Culture of Journalism

[ss]

Signature of the instructor required.

Examines the social, cultural, political, and economic influences on the practice and profession of journalism. Provides the background and concepts for a critical analysis of American journalism. Usually offered every year. Will be offered in the fall of 2002.

Mr. Socolow

JOUR 125b Journalism of Crisis

[ss]

Analyzes the practice of journalism during times of crisis. Topics include the process of news gathering in a breaking news environment, the framing of news as it occurs, and the often conflicting agendas of the journalist and the actor involved in a crisis. Usually offered every year. Last offered in the spring of 2002.

Mr. Socolow

Elective Courses

The following courses are approved for the program. Not all given in any one year. Please consult the *Course Schedule* each semester.

Contemporary Affairs and the Media

AAAS 117a

Communications and Social Change in Developing Nations

AMST 132b

International Affairs and the American Media

AMST 134b

The New Media in America

AMST 139b Reporting on Gender, Race, and Culture	AMST 135b The History and Principles of Photojournalism	LGLS 137a Libel and Defamation, Privacy and Publicity
AMST 143a War and the American Imagination	AMST 196d Film Workshop: Recording America	POL 110a Media Politics and Society
JOUR 103b Advertising and the Media	ENG 9a Advanced Writing Seminar	POL 115a Constitutional Law
POL 102b A Political Experience	ENG 17a The Alternative Press in the United States: 1910-2000	POL 116b Civil Liberties in America
Analytical and Research Methods	JOUR 112b Literary Journalism: The Art of Feature Writing	Additional courses at Wellesley College may be taken through cross registration.
AMST 191b Environmental Research Workshop	Communication Theory	
SOC 181a Quantitative Methods of Social Inquiry	ANTH 26a Communication and Media	
History, Principles, and Practice	Politics, Law, and Ethics	
AMST 130b Television and American Culture	JOUR 104a Political Packaging in America	
AMST 131b News on Screen	JOUR 107b The Media and Public Policy	

Latin

See Classical Studies.

An interdepartmental program

Latin American Studies

Courses of Study:
Minor
Major (B.A.)

Objectives

Latin American Studies provides a major and a minor (open to students in any major) for those who wish to structure their studies of Latin America. It offers an interdisciplinary approach to understanding Mexico, Central America, South America, the Caribbean, and the Latin American diaspora in the United States. Students with widely ranging interests are welcome.

How to Become a Major or Program Member (Minor)

Students in the major and the minor work closely with an advisor to develop an individualized plan of study that combines breadth with a focus in one discipline (usually history, politics, or Spanish). Students whose interests do not easily fit the courses available at Brandeis may arrange independent study with members of the staff. Students may also take advantage of the resources of neighboring institutions through the Boston Area Consortium on Latin America. Courses may be taken at Boston College, Boston University, Tufts University, and Wellesley College. Study in Latin America for a term or a year is encouraged. In the past, majors have studied at universities in Argentina, Mexico, Ecuador, Colombia, Costa Rica, the Dominican Republic, Peru, and Brazil, and other possibilities are available. Credit may also be obtained for internships in Boston-area organizations related to Latin America. Transfer students and those studying abroad may obtain credit for up to half the required courses from courses taken elsewhere, with the approval of the program chair.

Committee

Silvia Arrom, Chair
(History)

Roxanne Dávila
(Romance and Comparative Literature)

Ricardo Godoy
(Heller School)

Donald Hindley
(Politics)

James Mandrell
(Romance and Comparative Literature)

Wellington Nyangoni
(African and Afro-American Studies)

Dora Older
(Romance and Comparative Literature)

Angela Pérez
(Romance and Comparative Literature)

Laurence Simon
(Heller School)

Faith Smith
(African and Afro-American Studies/English
and American Literature)

Mireya Solís
(Politics)

Eva Thorne
(Politics)

Javier Urcid
(Anthropology)

O. Miguel Villanueva
(Economics)

Dessima Williams
(Sociology)

Requirements for the Major

A. Passing grade in any 30-level Spanish course or the equivalent, or reading competency examination in Spanish or Portuguese (administered by LAS). Another foreign language spoken in Latin America or the Caribbean may be substituted with the permission of the Latin American Studies Committee.

B. HIST 71a or b, POL 144a or b, and one semester course on Latin American or Caribbean Literature.

C. An upper-level writing-intensive seminar that may be LAS 100a (Seminar: Topics in Latin American Studies) or another advanced seminar to be designated as fulfilling the seminar requirement.

D. At least six additional semester courses from the listing provided below.

E. No more than five of the 10 required courses may be from the same department.

F. Candidates for the degree with honors in Latin American studies must be approved by the committee and complete LAS 99d, a two-semester senior thesis.

Requirements for the Program (Minor)

A. At least two courses from HIST 71a or b, POL 144a or b, or the offerings on Latin American or Caribbean literature.

B. An upper-level writing-intensive seminar that may be LAS 100a (Seminar: Topics in Latin American Studies) or another advanced seminar to be designated as fulfilling the seminar requirement.

C. Two additional semester courses from the list provided below.

D. No more than two of the five required courses may be from the same department.

Courses of Instruction**LAS 92 Internship a and b**

Signature of the instructor required.

Combines off-campus experience in a Latin America-related internship with written analysis under the supervision of a faculty sponsor. Students arrange their own internships. Counts only once toward fulfillment of requirements for the major or the minor.
Staff

LAS 98a Independent Study

Signature of the instructor required.

Usually offered every year.
Staff

LAS 98b Independent Study

Signature of the instructor required.

Usually offered every year.
Staff

LAS 99d Senior Research

Signature of the instructor required.

Independent research and writing, under faculty director, of a senior thesis. Usually offered every year.
Staff

LAS 100a Seminar: Topics in Latin American Studies

[wi]
Signature of the instructor required. May be repeated for credit. A library intensive course. Examines major themes and problems in Latin American studies from an interdisciplinary perspective. Topics vary from year to year. Topic for 2002-03: Latinos in the United States: Perspectives from History, Literature, and Film. Usually offered every year.
Staff

Cross-Listed Courses**POL 131b**

Social Movements in Latin America

SPAN 155b

Latin America between Baroque and Kitsch

Elective Courses

The following courses may be counted toward the major or minor if approved by the student's advisor as fitting into the individualized plan of study. Courses marked with an asterisk (*), which include Latin America or the Caribbean as one of the several areas studied, normally count toward the major or minor only if students write a paper on Latin America or the Caribbean. Courses marked with a double asterisk (**) count toward LAS only in those years when they analyze films or texts from Latin America, the Caribbean, or the Latin American diaspora. Students may apply no more than two single-starred courses to their Latin American Studies major or minor.

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

AAAS 116b*

Comparative Race and Ethnic Relations

AAAS 123a*

Third World Ideologies

AAAS 126b*

Political Economy of the Third World

AAAS 133b

The Literature of the Caribbean

AAAS 134b*

Novel and Film of the African Diaspora

AAAS 158a*

Theories of Development and Underdevelopment

AAAS 167a*

African and Caribbean Comparative Political Systems

ANTH 55a*

Models of Development: Third World

ANTH 84b*

Cross-Cultural Art and Aesthetics

ANTH 147b

The Rise of Mesoamerican Civilization

ANTH 153a*

Writing Systems and Scribal Traditions

COML 193a

Topics in New World Studies: The Empire Writes Back

ECON 26a

Latin America's Economy

ENG 127b

Migrating Bodies, Migrating Texts

FA 24b

Twentieth-Century and Contemporary Latin American Art

FREN 165b**

Topics in Francophone Literatures

HIST 71a

Latin American History, Pre-Conquest to 1870

HIST 71b

Latin American History, 1870 to the Present

HIST 173b

Latin American Women: Historical Perspectives

HIST 174a

The Legacy of 1898: U.S.-Caribbean Relations since the Spanish-American War

HIST 175a

The Making and Unmaking of the Mexican Revolution

POL 128a*

The Politics of Revolution: State Violence and Popular Insurgency in the Third World

POL 131b

Social Movements in Latin America

POL 144a

Latin American Politics I

POL 144b

Latin American Politics II

POL 145b

Research Seminar: Topics in Latin American Politics

POL 146b**

Revolutions in the Third World

POL 179a*

Seminar: Politics and Hunger

POL 180b*

Sustaining Development

SECS 169a

Travel Writing and the Americas: Columbus's Legacy

SOC 112a*
Topics on Women and Development

SOC 125b
U.S.-Caribbean Relations

SOC 171a*
Women Leaders and Transformation in
Developing Countries

SPAN 108a
Spanish for Heritage Speakers

SPAN 111b
Introduction to Latin American Literature

SPAN 135a
Modern Latin American Literature

SPAN 155b
Latin America Between Baroque and Kitsch

SPAN 161a
Latin American Poetry

SPAN 163a
The Latin American "Boom" and Beyond

SPAN 164b
Studies in Latin American Literature

SPAN 166b
Writing the Latin American City

SPAN 168b
Latin America through the Eyes of Women

SPAN 190b
Latin American Fiction in Translation

SPAN 191a**
Hispanic Topics in Translation

SPAN 192a**
Contemporary Hispanic Women's Fiction in
Translation

SPAN 193b**
Topics in Hispanic Cinema

An interdepartmental program

Legal Studies

Courses of Study:
Minor

Objectives

The law, one of the most significant institutions in the life of any society, is an important subject of study for all students—especially so in the United States, where our lives are so critically affected by the legal system, and where citizen knowledge and participation are vitally needed.

The law also represents a body of ideas, values, and functions of serious concern to scholars in the various fields of the social sciences and humanities. The Legal Studies Program (Minor) is an interdisciplinary one, designed to offer students the opportunity of studying law not as a subject of professional practice, but as one worthy of liberal inquiry. It examines law from many perspectives: historical, anthropological, sociological, philosophical, political, economic, psychological, and literary.

Through classroom courses and internships in public-service law and health care organizations, the minor combines "real world" experiential education with academic methods and insights. Students considering careers in law or health policy may find the minor a useful way to test their interest in working with legal materials, but the minor is not intended as a preprofessional course of study.

The Legal Studies Minor consists of two tracks: (1) Law and Society and (2) Law, Medicine, and Health Policy. Each track has been designed to function as an integrated whole, but individual courses are open to all Brandeis students who meet the prerequisites.

The Law and Society Track examines the role of law in broad aspects of social life: the public policy process, economic development, and cultural expression. Seminars give students an opportunity to explore, in depth, such fields as international and comparative law, sex discrimination, civil liberties, and environmental safety.

The Law, Medicine, and Health Policy Track examines law and its relationship to medicine and health care policy. Health care issues, such as equitable access to health care and appropriate use of new medical technology, now rank among the major concerns of our society. The Law, Medicine, and Health Policy Track examines the interaction between law and ethical, political, social, and economic factors that affect American health care. This track introduces premedical, prelaw, and other undergraduates to the wide diversity of professionals, institutions, and populations that affect and are served by the American health care system. Its goal is to help all students understand how law and health care are related, comprehend how the political process influences legal decisions and health outcomes, and consider if and how law furthers equity and justice in the delivery of health care.

How to Become a Program Member (Minor)

The Legal Studies Program is open to all Brandeis undergraduates. To enroll in the program, students fill out declaration forms from the Office of Academic Affairs and from the Office of the Legal Studies Program (Brown 325).

Students who complete the requirements of the program for either track receive legal studies certificates and notations on their transcripts.

Committee	Reuven Kimelman (Near Eastern and Judaic Studies)	Peter Woll (Politics)
Richard Gaskins, Chair (American Studies)	Martin Levin (Politics)	Faculty
Jeffrey Abramson (Politics)	Lyman Stookey (Legal Studies)	Richard Gaskins, Director American legal culture. Legal rhetoric. Environmental policy.
Gila Hayim (Sociology)	Andreas Teuber (Philosophy)	Lyman Stookey, Associate Director Health law. Family law. Human services administration.
Anita Hill (Heller School)	Michael Willrich (History)	

Requirements for the Minor

Requirements for the Law and Society Track

A. Core Course: LGLS 10a (Introduction to Law), preferably no later than the student's junior year.

B. One seminar in Law and Society or in Law, Medicine, and Health Policy; or a seminar (listed with an asterisk) under Departmental Electives in Law and Society. Students normally take the seminar during their junior or senior year.

C. At least three additional departmental electives in Law and Society, no more than two of which may be taken in the same department. Students who take several seminars may substitute all but one for electives. Students who take LGLS 10a for the core course may substitute LGLS 114a (formerly LGLS 14a) for an elective.

D. Either of the following:

1. A Senior Thesis in the student's major, with an emphasis on some aspect of law. In addition to the departmental thesis advisor, an advisor or mentor for legal studies may be assigned.

2. An internship arranged through the program office and the correlative seminar, LGLS 92a or LGLS 92b.

E. A passing letter grade must be obtained in each course taken for program credit. (Pass/Fail courses are not allowed.) Students must achieve a grade point average of at least 2.00 in program courses.

Requirements for Law, Medicine, and Health Policy Track

A. Core courses: LGLS 114a (American Health Law and Policy) and SOC 191a (Health, Community, and Society).

B. Seminar in Law, Medicine, and Health Policy or LGLS 121b, LGLS 129b, or LGLS 132b.

C. Two electives in Law, Medicine, and Health Policy from two different departments. Students in this track may take LGLS 10a as an elective. Students who take several Law, Medicine, and Health Policy seminars may substitute all but one for electives if they also have an elective in another department.

D. Either of the following:

1. An approved internship in a Boston area health care organization and correlative seminar LGLS 92b.

2. A health care law-related senior thesis in the student's major. In addition to the departmental thesis advisor, an advisor or mentor for legal studies may be assigned.

E. A passing letter grade must be obtained in each course taken for program credit. (Pass/Fail courses are not allowed.) Students must achieve a grade point average of at least 2.00 in program courses.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

LGLS 10a Introduction to Law
[ss]

Enrollment limited to 200.

Surveys the nature, process, and institutions of law: the reasoning of lawyers and judges, the interplay of cases and policies, the impact of history and culture, and the ideals of justice and responsibility. Usually offered every year. Last offered in the spring of 2002.
Mr. Gaskins

LGLS 92a Law and Society Internship and Seminar

Prerequisites: LGLS 10a and one seminar or departmental elective, or permission of the instructor. Signature of the program administrator required. To obtain an internship, students must discuss their placements with the LGLS program administrator by April 1 for fall term internships or by November 1 for spring term internships. This course may not be repeated for credit.

Biweekly seminar and a supervised law-related internship in a public agency or nonprofit organization. Examples of internship activities include investigating discrimination cases, negotiating between consumers and small business, and researching victim assistance policies. Internships must be arranged through the program administrator. Usually offered every semester. Will be offered in the fall of 2002.
Mr. Stookey

LGLS 92b Law, Medicine, and Health Policy Internship and Seminar

Prerequisites: LGLS 114a and one Law, Medicine, and Health Policy seminar or elective, or permission of the instructor. Signature of the program administrator required. To obtain an internship, students must discuss their placements with the LGLS program administrator by April 1 for fall term internships or by November 1 for spring term internships. This course may not be repeated for credit.

Biweekly seminar and a supervised internship in health care or policy organization, for example, helping Medicaid with new quality control programs, researching health-related laws and services for Latino immigrants in Massachusetts, helping develop models of integrated healthcare networks for the Massachusetts Hospital Association. Internships must be arranged through the instructor. Usually offered every semester. Will be offered in the fall of 2002.
Mr. Stookey

LGLS 98a Independent Research
Signature of the instructor required.
 Usually offered every year.
 Staff

LGLS 98b Independent Research
Signature of the instructor required.
 Usually offered every year.
 Staff

(100-199) For Both Undergraduate and Graduate Students

Topical Seminars in Law and Society
 All seminars are limited in enrollment and usually restricted to juniors and seniors, with preference to legal studies students.

LGLS 114a American Health Care: Law and Policy
 [ss]
Not recommended for freshmen.
 Highlights issues of access, quality, and cost. Introduces laws and regulations that affect every aspect of American health care from planning and finance to patient treatment. Traces development of Medicare and Medicaid. Discusses malpractice, "birth of the Blues," expansion of HMOs, and influence of employer-purchased insurance on cost and delivery of health care. Portrays the important role courts, Congress, and administrative agencies play in organization and delivery of health services. Usually offered every year. Will be offered in the fall of 2002.
 Mr. Stookey

LGLS 120a Sex Discrimination and the Law
 [wi ss]
Signature of the program administrator required.
 Traces the evolution of women's rights in the family, in employment, and in the reproductive process, as well as constitutional doctrines. Examines gender inequalities and assesses if and how the law should address them. Legal cases studied emphasize how law reflects society. Usually offered every third year. Will be offered in the fall of 2002.
 Ms. Kramer

LGLS 121b Law and Social Welfare: Citizen Rights and Government Responsibilities
 [ss]
Signature of the program administrator required.
 The U.S. welfare system has changed dramatically. Examines the legal implications of recent debates and changes in social welfare policy at federal and state levels. Concentrating on welfare reform, child welfare, and disability welfare, the class explores the lives of welfare recipients, looks at history, examines statutes and legal cases to challenge assumptions of our social welfare policy and tries to create better solutions. Usually offered every second year. Last offered in the fall of 2001.
 Ms. Stimell

LGLS 124b International Law and Development
 [nw ss]
Signature of the program administrator required.
 Surveys public and private forms of international law with special application to developing countries, and to political and social development in the global economy. Examines basic legal concepts of property, contract, and rule-of-law in the context of national and cultural transformations. Usually offered every second year. Will be offered in the fall of 2002.
 Mr. Lorite

LGLS 125b International Law, Organizations, and Conflict Resolution
 [ss]
Signature of the program administrator required.
 Introduction to international law, its nature, sources, and application, e.g., its role in the management of international conflicts. Topics may include international agreements, international organizations including the United Nations and the International Court of Justice, states and recognition, nationality and alien rights, territorial and maritime jurisdiction, international claims, the laws of war and human rights. Usually offered every second year. Last offered in the spring of 2002.
 Staff

LGLS 126b Marriage, Divorce, and Parenthood
 [ss]
Signature of the program administrator required.
 Examines recent developments in family law concerning cohabitation, open adoption, no-fault divorce, joint custody, and same-sex marriage. Explores social and political developments that bring about changes in law and impact of new law. Usually offered every third year. Last offered in the summer of 2001.
 Mr. Stookey

LGLS 127b Law and Letters in American Culture
 [wi ss]
May be repeated for credit if topic differs.
Signature of the instructor required.
 Explores interactions between the vocations of law and letters, between the legal imagination and literature. Examines ways in which ideas and ideals of the law have marked the American character, and how literature reflects this process. Various themes and periods may be chosen for special emphasis. Usually offered every second year. Last offered in the spring of 2001.
 Ms. Davis

LGLS 128b Comparative Law
 [ss]
Signature of the program administrator required.
 Compares constitutional practices in the United States, the reformed communist nations of Eastern Europe, and the modernizing nations in Asia, Africa, and Latin America. Focuses on the creation and evolution of constitutional structures, problems of federation and ethnicity, and protection of fundamental rights. Usually offered every fourth year. Last offered in the spring of 1999.
 Staff

LGLS 129b Law, Technology, and Innovation
 [wi ss]
Signature of the program administrator required.
 Study of interaction of the law and technology, including how law encourages and restrains the processes of technological innovation and change and how technological innovation and change affect the law. Topics include such issues as intellectual property rights and new information technologies, biotechnology engineering, and reproductive technologies. Shows how law balances personal, social, and economic interests. Usually offered every second year. Last offered in the spring of 2001.
 Ms. Kramer

LGLS 130a Conflict Analysis and Intervention
 [ss]
Signature of the program administrator required.
 Focuses on the theories of conflict and on dispute resolution management approaches other than litigation. Students will have an opportunity to assess their own attitudes about and skills in conflict resolution through simulations and interactive exercises. Usually offered every second year. Last offered in the spring of 2001.
 Ms. Stimell

LGLS 132b Environmental Law and Policy
 [ss]
Signature of the program administrator required.
 Examines public health and environmental problems, including regulation of harmful substances in our environment, wilderness preservation, and protection of wetlands and endangered species. Explores use of risk assessment and cost-benefit analysis; also considers the impact of political ideologies on legislation and adjudication. Evaluates law's efforts and limitations in protecting public health and the environment. Usually offered every second year. Last offered in the fall of 2001.
 Mr. Gaskins

LGLS 133b Criminal Law

[ss]

Topics may vary from year to year and may be repeated for credit with permission of the program administrator. Signature of the program administrator required.

Examines the criminal justice process, focusing on changing roles of prosecution, defense, judges, and juries. Reviews statutory powers and constitutional restraints on officials, and analyzes discretion in arrest, prosecution, and punishment. Explores the mutual impact of crime and community structure. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Leahy

LGLS 137a Libel and Defamation, Privacy and Publicity

[ss]

Signature of the instructor required. A library intensive course.

Consideration of the historical, cultural, and constitutional roots—of laws defining libel and defamation. Part of the course will be devoted to “privacy rights” as they apply to issues of artistic freedom and integrity. Usually offered every fourth year. Last offered in the spring of 1999.

Ms. Davis

LGLS 150a Law and Society in Cyberspace

[ss]

Signature of the LGLS program administrator required.

Examines how legal practices expand and restrain the digital revolution, how legal authority itself is challenged by the Internet, forcing new strategies of response, and how social/political forces shape legal policy on copyright, privacy, harassment, libel, and free speech. Usually offered every third year. Last offered in the fall of 2001.

Mr. Katsh

Cross-Listed Seminars in Law and Society**AMST 187a**

The Legal Boundaries of Public and Private Life

AMST 188b

Justice Brandeis and Progressive Jurisprudence

PHIL 74b

Foundations of American Pragmatism

Seminars in Law, Medicine, and Health Policy

In addition to the topical seminars below, the following courses also will satisfy the seminar requirement for the Law, Medicine, and Health Policy Track: LGLS 121b, LGLS 129b, and LGLS 132b.

All seminars are limited in enrollment and usually restricted to juniors and seniors, with preference given to premedical, predental, and legal studies major.

LGLS 131b Autonomy and Self-Determination in Critical Health Care Decisions

[ss]

Signature of the program administrator required. A library intensive course.

Examines how decisions are made to treat critically ill patients. Ethical and philosophical aspects of the physician-patient relationship, the doctrine of informed consent, “medical futility,” “physician-assisted suicide,” and “right-to-die” cases will be explored. Usually offered every third year. Last offered in the spring of 2002.

Mr. Stookey

LGLS 138b Science on Trial

[qr ss]

Signature of the program administrator required.

Surveys the procedures and analytic methods by which scientific data enter into litigation and regulation/policy making. Introduces basic tools of risk analysis and legal rules of evidence. Case studies of breast implant litigation and regulation, use of DNA and fingerprint evidence in litigation, court-ordered caesarian sections, polygraph testing, alternative medicine, and genetically modified foods. Usually offered every second year. Last offered in the spring of 2002.

Ms. Kramer

LGLS 139b Medical Error and Quality of Care

[ss]

Prerequisite: LGLS 114a. Signature of the program administrator required.

Addresses three fundamental issues of responsibility and caring in American health care: How, through law, compensation should be arranged for persons who suffer medical injury; substandard care should be deterred; and how high quality care should be promoted. Usually offered every third year. Last offered in the spring of 2001.

Mr. Stookey

Cross-Listed Seminars in Law, Medicine, and Health Policy**AMST 187a**

The Legal Boundaries of Public and Private Life

AMST 188b

Justice Brandeis and Progressive Jurisprudence

Departmental Electives

The following law-related courses given by the various departments are approved for the Legal Studies Program. They are not all given in any one year, and therefore the *Course Schedule* for each semester should be consulted. Legal studies students are required to take three electives, no more than two in any one department. Departmental electives taught as seminars may fulfill either the seminar requirement or the elective requirement, but not both.

Law and Society Electives

An asterisk (*) indicates that the course may serve as a Law and Society seminar or elective.

AMST 102a

Women and the Environment and Environmental Justice

AMST 160a*

U.S. Immigration History, Policy, and Law

AMST 170a

The Idea of Conspiracy in American Culture

AMST 191b*

Environmental Research Workshop

ANTH 156a

Power and Violence: The Anthropology of Political Systems

ANTH 163b

Economic Anthropology: Production and Distribution

ANTH 164a*

Topics in Economic Anthropology

CHSC 6a

Forensic Science: Colonel Mustard, Candlestick, Billiard Room

ECON 57a

Environmental Economics

ECON 74b

Law and Economics

ECON 177b

Economic Regulation and Deregulation

ENG 44a

Rights: Theory and Rhetoric

ENG 197b

Testimony, Law, Literature

HIST 160a

American Legal History I

HIST 160b

American Legal History II

HIST 161b

American Political History

HIST 168a*

Major Problems in American Legal History

HS 120a

Race and the Law

LGLS 114a

American Health Care: Law and Policy

LING 130a

Semantics: The Structure of Concepts

NEJS 53b

Introduction to Talmud

NEJS 113b* Near Eastern Law: Source, Sense, and Society	POL 116b Civil Liberties in America	POL 115b Seminar: Constitutional Law and Theory
NEJS 120b Intermediate Talmud	POL 117a Administrative Law	POL 116b Civil Liberties in America
PHIL 19a Human Rights	POL 158b Comparative Perspectives on the Law and Politics of Group Rights	POL 117a Administrative Law
PHIL 20a Social and Political Philosophy: Democracy and Disobedience	POL 192b* Seminar: Topics in Law and Political Theory	PSYC 130b Life Span Development: Adulthood and Old Age
PHIL 22b Philosophy of Law	SOC 106a* Issues in Law and Society	PSYC 131b Seminar in Health Psychology
PHIL 74b* Foundations of American Pragmatism	Law, Medicine, and Health Policy Electives	PSYC 145b Aging in a Changing World
PHIL 114b* Topics in Ethical Theory	AMST 187a The Legal Boundaries of Public and Private Life	PSYC 164b Social Relations and Health Across the Lifespan
PHIL 116a* Seminar in Political Philosophy: Justice	ECON 74b Law and Economics	SOC 165a Sociology of Birth and Death
PHSC 7b Technology and the Management of Public Risk	HS 104b American Health Care	SOC 177b Aging in Society
POL 110a Media, Politics, and Society	HS 124a Dilemmas of Long-Term Care	SOC 189a Sociology of Body and Health
POL 112a* National Government of the United States	LGLS 10a Introduction to Law	SOC 190b On the Caring of the Medical Care System
POL 115a Constitutional Law	NEJS 193b Judaism and Healing	SOC 192b Sociology of Disability
POL 115b* Seminar: Constitutional Law and Theory	PHIL 23b Biomedical Ethics	WMNS 106b Women in the Health Care System
	PHIL 114b Topics in Ethical Theory	
	PHSC 7b Technology and the Management of Public Risk	
	POL 115a Constitutional Law	

The Lemberg Program in International Economics and Finance

See Graduate School of International Economics and Finance.

Library Intensive Program

The Library Intensive Program is a special academic service that enables Brandeis students to develop the sophisticated information retrieval skills essential to modern life, in the context of formal degree programs and beyond. It is not a formal major, minor, or program.

In the courses listed below, instructional time is devoted to the formal acquisition of library research skills, including the use of more specialized resources such as scientific databases, full text electronic databases, specialized abstract and indexing services, archival resources, and Internet resources. Students are thus equipped to find and evaluate information from a wide variety of sources.

Courses of Instruction

American Studies

AMST 104b

Brandeis and Its Environs: The Geographic Analysis of Your Community

Biology

BIOL 60b

Evolution

BIOL 160b

Human Reproductive Biology

BIOL 172b

Growth Control and Cancer

Chemistry

CHSC 6a

Forensic Science: Col. Mustard, Candlestick, Billiard Room

CHEM 95a

Directed Studies in Chemistry

CHEM 99d

Senior Research

Computer Science

COSI 33b

Internet and Society

Economics

ECON 8b

Analysis of Economic Problems

English

ENG 144b

The Body as Text: Castiglione to Locke

Fine Arts

FA 197b

Methods and Approaches in the History of Art

The Heller Graduate School for Social Policy and Management

HS 303a

Historical and Contemporary Developments in Social Welfare

HS 549a

Family Policy

History

HIST 164b

The American Century II: The United States and the World, 1945-1975

Latin American Studies

LAS 100a

Seminar: Topics in Latin American Studies

Legal Studies

LGLS 137a

Libel and Defamation, Privacy and Publicity

Music

MUS 110b

The Authenticity Question: Applying Historical Performance Practices

MUS 128b

Musical Life in the Middle Ages and Renaissance

Politics

POL 212a

Graduate Seminar: Comparative Political Institutions and Public Policy

Psychology

PSYC 152a

Experimental Psychology

Sociology

SOC 130a

Families

SOC 136b

Historical and Comparative Sociology

SOC 176a

Nature, Nurture, and Public Policy

SOC 177b

Aging in Society

Spanish Language and Literature

SPAN 111b

Introduction to Latin American Literature

SPAN 125b

Literary Women in Early Modern Spain

Theater Arts

THA 50b

Sound for Theater, Film, and Television

An interdepartmental program

Linguistics

Courses of Study:
Minor
Major (B.A.)

Objectives

The major in linguistics is designed to give students a foundation in the theory of language and its relation to allied fields of inquiry. The major emphasizes the approach of generative grammar, which attempts to describe formally the nature of a speaker's knowledge of his or her native language and to place this knowledge in a psychological and biological framework. In the last 30 years, this approach to the study of language has had a profound influence on fields as diverse as philosophy, psychology, anthropology, neuroscience, and computer science, as well as the linguist's traditional concerns with modern and classical languages and with linguistic universals.

How to Become a Major

In order to get the flavor of the field of linguistics, the best way to start is to take LING 100a (Introduction to Linguistics), which deals with the major concepts of the field and the technical tools used to articulate these concepts. The course also introduces students to the feel of doing research on language, through the use of numerous problem sets concerning the organization of a variety of languages.

Students wishing to major or minor in linguistics should arrange to meet with the undergraduate advising head to discuss the planning of a program that meets their interests.

Faculty

Ray Jackendoff, Chair
Conceptual structure. Consciousness. Spatial cognition.

Joan Maling, Undergraduate Advising Head
Syntactic theory. Icelandic syntax. Korean syntax.

The following members of other departments are affiliated with linguistics:

Joan Chevalier (RUS), Janet McIntosh (ANTH), James Pustejovsky (COSI), Jerry Samet (PHIL).

Requirements for the Major

A. Ten semester courses are required of all candidates:

- 1. LING 100a, LING 110a, LING 120b, and LING 130a.
- 2. Two additional courses selected from LING 125b, 173a, 183a, 197a, and ANTH 125b.
- 3. Three additional courses to be chosen from the LING courses and the list of electives below. This selection must be approved by the undergraduate advisor for the major.
- 4. One advanced course in a natural language to be chosen from the following list: CHIN 105a, FREN 106b, GER 106a, HBRW 106b, ITAL 105a, JAPN 105a, RUS 106b, SPAN 105a, or SPAN 106b.

B. Honors will be awarded on successful completion of a senior thesis (LING 99d) in addition to the above course requirements. A grade point average of 3.50 or above in linguistics and cognitive science courses is normally required.

C. A grade of C or better is necessary for all courses offered toward a major in linguistics. No course offered toward the fulfillment requirements for the major may be taken on a pass/fail basis.

D. Students may petition the Linguistics Major Committee for changes in the above program.

Requirements for the Minor in Linguistics

A. Five semester courses are required:

- 1. LING 100a and 120b.
- 2. LING 110a or 130a.
- 3. Any other two LING courses numbered 98 and above. Courses from the list of electives may be substituted with approval of the advisor.

B. At most, one course will be accepted as simultaneously satisfying a student's major requirements and the requirements of the minor in linguistics.

C. No course offered toward the fulfillment of the requirements for the minor may be taken on a pass/fail basis.

D. Students may petition the Linguistics Major Committee for changes in the above program (for instance, anthropology majors may want to substitute ANTH 102a for LING 100a).

Courses of Instruction

(1-99) Primarily for Undergraduate Students

LING 8b Structure of the English Language [hum ss]

Open to first-year students.

A nontechnical introduction to the structure of English words and sentences. Classical roots of English vocabulary: word analysis, base forms, and rules of allomorphy. Basic concepts of grammar: categories (noun, adjective, adverb, etc.), functions (subject, object, modifier, etc.), phrases and clauses of various types. Consists of three class hours and one, one-hour recitation per week. Usually offered every year. Will be offered in the fall of 2002.

Ms. Maling

LING 98a Readings in Linguistics

Signature of the instructor required.

Independent reading and research under the direction of a faculty supervisor. When appropriate, a faculty member may organize a small group of students into a senior seminar. Usually offered every year.

Staff

LING 98b Readings in Linguistics

Signature of the instructor required.

See LING 98a for course description. Usually offered every year.

Staff

LING 99d Senior Research

Signature of the instructor required.

Involves the student in an independent research project under the supervision of a staff member. A student whose grade point average in linguistics is 3.50 or better may petition at the end of junior year for permission to enter this course. The student's findings are to be presented in writing and defended orally before a committee of staff members. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

LING 100a Introduction to Linguistics

[ss]

Open to first year students.

A general introduction to linguistic theory and the principles of linguistic analysis. Students will construct detailed analyses of data from English and other languages in the areas of syntax, semantics, phonetics, and phonology and examine their implications for a theory of language as it is encoded in the human mind. Usually offered every year. Will be offered in the fall of 2002.

Staff

LING 110a Phonological Theory

[ss]

Prerequisite: LING 100a.

An introduction to generative phonology, the theory of natural language sound systems. Includes discussion of articulatory phonetics, distinctive feature theory, the concept of a "natural class," morphology and the nature of morphophonemics, and universal properties of the rules that relate morphophonemic and phonetic representations. Usually offered every second year. Last offered in the spring of 2002.

Staff

LING 120b Syntactic Theory

[ss]

Prerequisite: LING 100a. LING 8b recommended.

Extends the syntactic framework developed in the introductory course through the study of such problems as the complement system, the lexicon, and constraints, with emphasis on their relevance to universal grammar. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Maling

LING 125b Universal Grammar

[ss]

Prerequisite: LING 100a or permission of the instructor.

Advanced topics in the theory of language typology and universal grammar. May be repeated for credit with permission of instructor. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Jackendoff and Ms. Maling

LING 130a Semantics: The Structure of Concepts

[hum ss]

Prerequisite: LING 100a or permission of the instructor.

Explores the semantic structure of language in terms of current linguistic theory. Its goal is to use the structure of language to help discover the characteristics of human concepts. Topics include the nature of word meanings, categorization, and the semantics of spatial and possessional expressions. Usually offered every second year. Last offered in the spring of 2002.

Mr. Jackendoff

LING 153a Consciousness

[ss]

Explores the nature of conscious awareness and its relation to the mind and body. After going through the philosophical history of the mind-body problem, the class discusses the role of consciousness in cognitive science. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Jackendoff

LING 173a Psycholinguistics

[ss]

An introduction to modern psycholinguistics, with an emphasis on sentence comprehension and production. Questions concerning species-specificity and the neurological organization of language are included for consideration. Usually offered every second year. Last offered in the fall of 2001.

Staff

LING 183a Social Cognition from a Cognitive Science Perspective

[ss]

Signature of the instructor required.

In order for an organism to behave socially, it must have internalized knowledge of the distinctions and options available for social and cultural interaction. This course explores the character of such knowledge, drawing on literature in ethology and evolutionary psychology and on parallels with linguistics. Usually offered every third year. Last offered in the spring of 2002.

Mr. Jackendoff

LING 190b Topics in Cognitive Science

[ss]

Prerequisite: LING 120b and/or LING 130a. May be repeated for credit with special permission. Intended primarily for upperclass majors, but open to other qualified students.

Signature of the instructor required.

Topics include the relation of spatial cognition to spatial language and the acquisition of the lexicon. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Jackendoff

LING 197a Language Acquisition and Development

[ss]

Prerequisite: LING 100a or permission of the instructor.

The central problem of language acquisition is to explain what makes this formidable task possible. We will study theories of language acquisition, basing our conclusions on recent research in the development of syntax, semantics, and phonology. The overall goal is to arrive at a coherent picture of the language learning process. Usually offered every third year. Will be offered in the spring of 2003.

Staff

LING 199a Directed Research in Linguistics

[ss]

Signature of the instructor required.

Usually offered every year.

Staff

LING 199b Directed Research in Linguistics

[ss]

Signature of the instructor required.

Usually offered every year.

Staff

Cross-Listed Courses

HBRW 167b (formerly HBRW 108b)
The Revival of Modern Hebrew

Elective Courses

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

ANTH 125b
Investigations in an Unfamiliar Language

ANTH 126b
Cultural Semiotics

ANTH 139b
Language, Ethnicity, and Nationalism

ANTH 161b
Culture and Cognition

ANTH 186b
Social and Cultural Aspects of
Linguistic Analysis

COSI 35a
Fundamentals of Artificial Intelligence

ENG 142b
Introduction to Old Norse

HBRW 167b (formerly HBRW 108b)
The Revival of Modern Hebrew

LS 222b
Applied Linguistics: Language
Teaching Methodology

NEJS 108b
Comparative Grammar of Semitic Languages

NPSY 22b
Introduction to Cognitive Neuroscience

NPSY 199a
Human Neuropsychology

PHIL 6a
Introduction to Symbolic Logic

PHIL 37a
Philosophy of Language

PHIL 39b
Philosophy of Mind

PHIL 137a
"Innateness"

PHIL 139b
Topics in Logic

PHIL 141b
Topics in Philosophy and Cognitive Science

PSYC 13b
Perception

PSYC 103a
Seminar in the Neuropsychology of Language

Department of

Mathematics

Courses of Study:
Minor
Major (B.A.)
Combined B.A./M.S.
Master of Arts
Doctor of Philosophy

Objectives

Undergraduate Major

As our society becomes more technological, it is more affected by mathematics. Quite sophisticated mathematics is now central to the natural sciences, to ecological issues, to economics, and to our commercial and technical life. A student who takes such general level courses as Math 5, 8, 10, 15, or 20 will better understand the world and be prepared to act in it.

Mathematics is, at the same time, a subject of the greatest depth and beauty with a history extending from antiquity. The department attempts to make this depth and beauty manifest. The undergraduate major program introduces students to some fundamental fields—algebra, real and complex analysis, geometry, and topology—and to the habit of mathematical thought. Mathematics majors may go on to graduate school, scientific research, or mathematics teaching, but many choose the major for its inherent interest with unrelated career intentions.

Graduate Program in Mathematics

The Graduate Program in Mathematics is designed primarily to lead to the Doctor of Philosophy degree. The formal course work gives the student a broad foundation for work in modern pure mathematics. An essential part of the program consists of seminars on a variety of topics of current interest in which mathematicians from Greater Boston often participate. In addition, the Brandeis-Harvard-MIT-Northeastern Mathematics Colloquium gives the student an opportunity to hear the current work of eminent mathematicians from all over the world.

How to Become an Undergraduate Major

Students who enjoy mathematics are urged to consider concentrating in it; Brandeis offers a wide variety of mathematics courses, and majors will have the benefits of small classes and individual faculty attention. To become a major a student should have completed either MATH 15 and 20, MATH 21a, 21b, or MATH 22a, 22b by the end of the sophomore year—these courses are prerequisites to the higher level offerings. Therefore, it is important for students to start calculus and linear algebra (MATH 10, 15, 20, 21, or 22) in the first year.

How to Be Admitted to the Graduate Program

The general requirements for admission to graduate work in mathematics are the same as those for the Graduate School as a whole. The department has available a variety of fellowships and scholarships for well-qualified students. To be considered for such financial support the student should submit an application by February 15.

Faculty**Bong Lian, Chair**

Representation theory. Calabi-Yau geometry. String theory.

Mark Adler

Analysis. Differential equations. Completely integrable systems.

Fred Diamond, Graduate Advising Head

Number theory.

Ira Gessel

Combinatorics. Computer science.

Kiyoshi Igusa, Undergraduate Administrator

Differential topology. Homological algebra.

Michael Kleber

Combinatorics. Representation theory.

Dmitry Kleinbock

Dynamical systems. Ergodic theory. Number theory.

Jerome Levine

Differential topology. Knot theory and related algebra.

Alan Mayer

Classical algebraic geometry and related topics in mathematical physics.

Paul Monsky, Undergraduate Advising Head

Number theory. Arithmetic algebraic geometry. Commutative algebra.

Susan Parker, Elementary Mathematics

Coordinator
Combinatorics. Elementary mathematics instruction.

James Propp

Combinatorics.

Daniel Ruberman

Geometric topology and gauge theory.

Gerald Schwarz

Algebraic groups. Transformation groups.

Harry Tamvakis

Arithmetic algebraic geometry. Arakelov theory.

Pierre Van Moerbeke

Stochastic processes. Korteweg-deVries equation. Toda lattices.

Requirements for the Undergraduate Major

A. MATH 21a, 22a, or 15a; MATH 21b, 22b, or 20a.

B. MATH 23b or exemption. See item E in Special Notes Relating to Undergraduates.

C. MATH 35a, 40a, or 45a.

D. MATH 28a, 28b or 30a.

E. Four additional semester courses, either MATH courses numbered 27 or higher or cross-listed courses.

Honors

A degree with honors requires items A, B, C, and D above as well as:

E. Six additional semester courses, either MATH courses numbered 27 or higher or cross-listed courses, passed with at least a grade of B. At least four of the courses used to satisfy the major requirement must be honors courses. The honors courses are MATH 30a, 30b, 32a, 34a, 38b, 40a, 40b, 45a, and all MATH courses numbered 100 or higher.

Teacher Preparation Track

Students who complete the Brandeis program for Massachusetts High School Teacher Certification (see section on Education Program in this *Bulletin*) may earn a bachelor's degree in mathematics by satisfying major requirements A, B, C, and D above and the following:

E. MATH 8a (Introduction to Probability and Statistics) or 36a (Probability).

F. Two additional courses, either MATH courses numbered 27 or higher or cross-listed courses.

G. A computer science course numbered 10 or higher.

H. Completion of the High School Teacher Certification Program.

Combined B.A./M.S. Program

Undergraduate students are eligible for the B.A./M.S. program in mathematics if they have completed MATH 101a,b; 110a; 111a,b; and 121 a,b with a grade of B- or better, and demonstrated a reading knowledge of mathematical French, German, or Russian. No more than three of these courses, however, may be counted towards the major. In addition, students must fulfill a minimum of three years' residence on campus. A student must make formal written application for admission to this program on forms available at the Graduate School office. This must be done no later than May 1 preceding his/her final year of study on campus.

Requirements for the Undergraduate Minor

A. MATH 21a, 22a, or 15a; MATH 21b, 22b, or 20a.

B. Three additional semester courses, either MATH courses numbered 27 or higher or cross-listed courses. Most MATH courses numbered 27 or higher require MATH 23b as a prerequisite.

Students interested in analysis, physics, or applied mathematics are advised to choose additional courses from among MATH 35a, 36a, 36b, 37a, and 45a. Students interested in algebra or computer science are advised to consider MATH 28a, 28b, 30a, 30b, and 38b. With permission of the Undergraduate Advising Head, courses taken in other Brandeis departments or taken at other universities may be substituted for mathematics courses required for the minor.

Special Notes Relating to Undergraduates

A. With permission of the undergraduate advising head, courses taken in other Brandeis departments or taken at other universities may be substituted for required mathematics courses. A grade of C or better is required in courses satisfying the major requirements.

B. Students who intend to take mathematics courses numbered 10 or higher should take the departmental placement exam. On the basis of the exam, recommendations are made placing students out of the first year of calculus or into MATH 5a, 10a, or 10b. Students receiving a score of 5 on the advanced placement MATH AB exam or a score of 4 or more on the MATH BC exam place out of the first-year calculus sequence. Students receiving a score of 4 on the MATH AB exam or a score of 3 on

the MATH BC exam place out of first semester calculus. Such students must take the departmental placement exam if they wish to place out of second semester calculus. Questions about placement should be directed to the elementary mathematics coordinator, or the undergraduate advising head.

C. The usual calculus sequence is MATH 10a, 10b, and 20a. Students may precede this with MATH 5a. Many students also take MATH 15a (Applied Linear Algebra), which has MATH 5a (or placement out of MATH 5a) as a prerequisite. Students with a strong interest in mathematics and science are encouraged to take MATH 21a,b or 22a,b in place of MATH 15a and 20a.

D. A student may not receive credit for more than one of MATH 15a, 21a, and 22a; or MATH 20a, 21b, and 22b. Similarly, a student may not receive credit for all three of MATH 28a, 28b and 30a.

E. Students should normally take MATH 23b before taking upper level courses (i.e., those numbered above 23). For many students this means taking MATH 23b concurrently with MATH 15a, or MATH 20a, MATH 21a or b, MATH 22a or b. Students may also take MATH 23b concurrently with MATH 35a and MATH 36a since these do not have MATH 23b as a prerequisite. A student may be exempted from the requirement of taking MATH 23b by satisfactory performance on a placement exam. The placement exam will be given at the beginning of the fall semester and the end of the spring semester.

F. Students interested in graduate school or a more intensive study of mathematics are urged to include all of the following courses in their program:

1. MATH 21a and b or 22a and b.
2. MATH 30a and b.
3. MATH 35a or 40a and b.
4. MATH 45a.
5. A course numbered 100 or higher.

G. The following schedule determines course offerings in mathematics:

1. Offered every semester are MATH 5a, 10a and b, 15a, and 20a.
2. Offered once each year are MATH 8a, 21a and b, 23b, 28a and b, 30a and b, 35a, 36a and b, 40a and b, 45a.
3. In addition, the following semester courses are usually offered according to the following schedule where 0-1 indicates even-odd years (e.g., 2002-03) and 1-0 indicates odd-even years (e.g., 2003-04). Slashes distinguish between fall and spring semesters:

MATH 32a	Differential Geometry
MATH 34a	Introduction to Topology
MATH 37a	Differential Equations
MATH 38b	Number Theory

0-1	1-0
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	*

Requirements for the Degree of Master of Arts

A. One year's residence as a full-time student.

B. Successful completion of an approved schedule of courses: MATH 101a and b, MATH 110a, MATH 111a and b, and MATH 121a and b.

C. Proficiency in reading French, German, or Russian.

Requirements for the Degree of Doctor of Philosophy

Program of Study

The normal first year of study consists of MATH 101a and b, 111a and b, and 121a and b. With the permission of the graduate advisor, a student with superior preparation may omit one or more of these courses and elect higher level courses instead. In this case the student must take an examination in the equivalent material during the first two weeks of the course. The second year's work will normally consist of MATH 110a and higher level courses in addition to preparation for the qualifying examinations described below and participation in the second-year seminar. Upon completion of the qualifying examinations, the student will choose a dissertation advisor and begin work on a thesis. This should be accompanied by advanced courses and seminars.

Teaching Requirements

An important part of the doctoral program is participation, as a teaching fellow, in a structured program of undergraduate teaching. During the spring semester of their first year, every student takes part in our teaching apprenticeship program to learn basic classroom teaching skills. All graduate students are then expected to teach a section of calculus or pre-calculus for at least four semesters, usually beginning in their second year of study. Teaching fellows must also enroll every fall semester in the Teaching Practicum, in which their teaching is evaluated and discussed.

Residence Requirement

The minimum residence requirement is three years.

Language Requirement

Proficiency in reading one of French, German, or Russian, and one other language (besides English) determined with the consent of the advisor.

Qualifying Examination

The qualifying examination consists of two parts: a major examination and a minor examination. Both are normally taken in the latter part of the second year but may occasionally be postponed until early in the third year. For the major examination, the student will choose a limited area of mathematics (e.g., differential topology, several complex variables, or ring theory) and a major examiner from among the faculty. Together they will plan a program of study and a subsequent examination in that material. The aim of this study is to prepare the student for research towards the Ph.D. The minor examination will be more limited in scope and less advanced in content. The procedures are similar to those for the major examination, but its subject matter should be significantly different from that of the major examination.

Dissertation and Defense

The doctoral degree will be awarded only after the submission and acceptance of an approved dissertation and the successful defense of that dissertation.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

MATH 1a Introduction to Mathematical Concepts

[sn]
Mathematical reasoning, where it would be expected, and elsewhere. A variety of short topics involving games and puzzles, number theory, combinatorics, and topology. Usually offered every third year. Last offered in the spring of 2000.
Mr. Monsky

MATH 4a Looking into Mathematics: A Visual Invitation to Mathematical Thinking

[sn]
Enrollment limited to 12.
We use interactive computer graphics and other hands-on activities to convey the spirit of modern mathematics. We will concentrate on experimentation, manual and virtual, with a rich variety of mathematical objects like curves, surfaces, linkages, knots, and braids. Usually offered every fourth year. Last offered in the spring of 1998.
Staff

MATH 5a Precalculus Mathematics

Does not satisfy the School of Science requirement. Enrollment limited to 20 per section.

Brief review of algebra followed by the study of functions. Emphasis on graphing functions and on trigonometric functions. The course's goal is to prepare students for MATH 10 or 15a. The decision to take this course should be guided by the results of the mathematics placement exam. Usually offered every semester in multiple sections. Will be offered in the fall of 2002.
Ms. Parker and Staff

MATH 8a Introduction to Probability and Statistics

[qr sn]
Discrete probability spaces, random variables, expectation, variance, approximation by the normal curve, sample mean and variance, and confidence intervals. Does not require calculus, only high school algebra and graphing of functions. Usually offered in the spring. Last offered in the spring of 2002.
Mr. Adler

MATH 10a Techniques of Calculus (a)

[sn]
Prerequisite: MATH 5a or placement by examination. Enrollment limited to 25 per section.
Introduction to differential (and some integral) calculus of one variable, with emphasis on techniques and applications. Usually offered every semester in multiple sections. Will be offered in the fall of 2002.
Ms. Parker and Staff (fall)
Mr. Kleber (spring)

MATH 10b Techniques of Calculus (b)

[sn]
Prerequisite: MATH 10a or placement by examination. Enrollment limited to 25 per section. Continuation of 10a.
Introduction to integral calculus of one variable with emphasis on techniques and applications. Usually offered every semester in multiple sections. Will be offered in the fall of 2002.
Mr. Ruberman and Staff (fall)
Ms. Parker and Staff (spring)

MATH 15a Applied Linear Algebra

[sn]
Prerequisites: MATH 5a and permission of the instructor, placement by examination, or any mathematics course numbered 10 or above. Students may not take more than one of MATH 15a, 21a, and 22a for credit.
Matrices, determinants, linear equations, vector spaces, eigenvalues, quadratic forms, linear programming. Emphasis on techniques and applications. Usually offered every semester. Will be offered in the fall of 2002.
Messrs. Monsky and Propp (fall)
Mr. Propp (spring)

MATH 20a Techniques of Calculus: Calculus of Several Variables

[sn]
Prerequisite: MATH 10a,b. Students may not take more than one of MATH 20a, 21b, and 22b for credit.
Among the topics treated are vectors and vector-valued functions, partial derivatives and multiple integrals, extremum problems, line and surface integrals, Green's and Stokes's theorems. Emphasis on techniques and applications. Usually offered every semester. Will be offered in the fall of 2002.
Mr. Levine (fall)
Mr. Propp (spring)

MATH 21a Intermediate Calculus: Linear Algebra and Calculus of Several Variables, Part I

[sn]
Prerequisite: MATH 10a,b or placement by examination. Students intending to take the course should consult the instructor or the undergraduate administrator. Students may not take more than one of MATH 15a, 21a, and 22a for credit.

MATH 21a and 21b cover calculus of several variables for those with a serious interest in mathematics. The course starts with an introduction to linear algebra and then discusses various important topics in vector calculus, including directional derivatives, Jacobian matrices, multiple integrals, line integrals and surface integrals, and differential equations. Usually offered every year. Will be offered in the fall of 2002.
Mr. Kleinbock

MATH 21b Intermediate Calculus: Linear Algebra and Calculus of Several Variables, Part II

[sn]
Prerequisite: MATH 21a or permission of the instructor. Students may not take more than one of MATH 20a, 21b, and 22b for credit.

See MATH 21a for special notes and course description. Usually offered every year. Last offered in the spring of 2002.
Mr. Kleinbock

MATH 22a Linear Algebra and Intermediate Calculus, Part I

[sn]
Prerequisite: MATH 10a,b or placement by examination. Students intending to take the course should consult with the instructor or the undergraduate administrator. Students may not take more than one of MATH 15a, 21a, or 22a for credit.
MATH 22a and 22b cover linear algebra and calculus of several variables. The material is similar to that of MATH 21a and MATH 21b, but with a more theoretical emphasis and with more attention to proofs. Usually offered every year. Will be offered in the fall of 2002.
Mr. Lian

MATH 22b Linear Algebra and Intermediate Calculus, Part II

[sn]
Prerequisite: MATH 22a or permission of the instructor. Students may not take more than one of MATH 20a, 21b, or 22b for credit.
See MATH 22a for course description. Usually offered every second year. Last offered in the spring of 2002.
Mr. Levine

MATH 23b Introduction to Proofs

[wi sn]
Prerequisites: MATH 15a, 20a, 21a, 22a, or permission of the instructor.
Emphasizes the analysis and writing of proofs. Various techniques of proof are introduced and illustrated with topics chosen from set theory, calculus, algebra, and geometry. Usually offered every year. Last offered in the spring of 2002.
Mr. Gessel

MATH 28a Introduction to Groups

[sn]
Prerequisites: MATH 23b and either MATH 15a, 21a and b, 22a and b, or permission of the instructor.
Groups. Lagrange's theorem. Modulo n addition and multiplication. Matrix groups and permutation groups. Homomorphisms, normal subgroups, cosets and factor groups. Usually offered every year. Will be offered in the fall of 2002.
Mr. Diamond

MATH 28b Introduction to Rings and Fields

[sn]
Prerequisites: MATH 23b and either MATH 15a, 21a and b, 22a and b, or permission of the instructor.
Fields. $\mathbb{Z}/p$ and other finite fields. Commutative rings. Polynomial rings and subrings of $\mathbb{C}$. Euclidean rings. The quotient ring $A/(f)$. Polynomials over $\mathbb{Z}$. Usually offered every year. Last offered in the spring of 2002.
Mr. Ruberman

MATH 30a Introduction to Algebra, Part I
[sn]

Prerequisite: MATH 23b and either MATH 21a and b, 22a and b, or permission of the instructor.

An introduction to the basic notions of modern algebra—rings, fields, and linear algebra. Usually offered every year. Will be offered in the fall of 2002.

Mr. Igusa

MATH 30b Introduction to Algebra, Part II
[sn]

Prerequisite: MATH 30a or permission of the instructor.

Groups and Galois theory. Usually offered every year. Last offered in the spring of 2002.

Mr. Monsky

MATH 32a Differential Geometry

[sn]

Prerequisite: MATH 23b and either MATH 21b, 22b, or permission of the instructor.

Classical differential geometry of curves and surfaces, which, time permitting, will be followed by and motivate a brief introduction to differential manifolds. Usually offered every second year. Last offered in the spring of 2002.

Staff (spring)

MATH 34a Introduction to Topology

[sn]

Prerequisite: MATH 23b and either MATH 21a and b, 22a and b, or permission of the instructor.

An introduction to point set topology, covering spaces, and the fundamental group. Usually offered every second year. Last offered in the fall of 2001.

Staff (fall)

MATH 35a Advanced Calculus

[sn]

Prerequisites: MATH 15a, 21a, or 22a and MATH 20a, 21b or 22b

Infinite series: convergence tests, power series, and Fourier series. Improper integrals: convergence tests, the gamma function, Fourier and Laplace transforms. Complex numbers. Usually offered every year. Will be offered in the fall of 2002.

Mr. Mayer

MATH 36a Probability

[qr sn]

Prerequisite: MATH 20a, 21b or 22b.

Sample spaces and probability measures, elementary combinatorial examples. Random variables; expectations, variance, characteristic, and distribution functions. Independence and correlation. Chebyshev's inequality and the weak law of large numbers. Central limit theorem. Markov and Poisson processes. Usually offered every year. Will be offered in the fall of 2002.

Mr. Adler

MATH 36b Mathematical Statistics

[qr wi sn]

Prerequisite: MATH 36a or permission of the instructor.

Probability distributions, estimators, hypothesis testing, data analysis. Theorems will be proved and applied to real data. Topics include maximum likelihood estimators, the information inequality, chi-square test, and analysis of variance. Usually offered every year. Last offered in the spring of 2002.

Mr. Igusa

MATH 37a Differential Equations

[sn]

Prerequisite: MATH 15a, 21a or 22a and MATH 20a, 21b or 22b.

A first course in ordinary differential equations. Study of general techniques, with a view to solving specific problems such as the brachistochrone problem, the hanging chain problem, the motion of the planets, the vibrating string, Gauss's hypergeometric equation, the Volterra predator-prey model, isoperimetric problems, and the Abel mechanical problem. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Monsky

MATH 38b Number Theory

[sn]

Prerequisite: MATH 23b and either MATH 21a, 22a, or permission of the instructor.

Congruences, finite fields, the Gaussian integers, and other rings of numbers. Quadratic reciprocity. Such topics as quadratic forms or elliptic curves will be covered as time permits. Usually offered every second year. Last offered in the spring of 2001.

Mr. Diamond

MATH 39a Introduction to Combinatorics

[sn]

Prerequisites: COSI 29a or MATH 23b

Topics include graph theory (trees, planarity, coloring, Eulerian and Hamiltonian cycles), combinatorial optimization (network flows, matching theory), enumeration (permutations and combinations, generating functions, inclusion-exclusion), and extremal combinatorics (pigeonhole principle, Ramsey's theorem). Usually offered every second year. Will be offered in the fall of 2002.

Mr. Gessel

MATH 40a Introduction to Real Analysis, Part I

[sn]

Prerequisites: MATH 23b and either MATH 21a and b, 22a and b, or permission of the instructor.

MATH 40a and 40b give a rigorous introduction to metric space topology, continuity, derivatives, and Riemann and Lebesgue integrals. Usually offered every year. Will be offered in the fall of 2002.

Mr. Tamvakis

MATH 40b Introduction to Real Analysis, Part II

[sn]

Prerequisite: MATH 40a or permission of the instructor.

See MATH 40a for course description. Usually offered every year. Last offered in the spring of 2002.

Mr. Kleber

MATH 45a Introduction to Complex Analysis
[sn]

Prerequisites: MATH 15a, 21a or 22a and MATH 20a, 21b or 22b and MATH 23b or permission of the instructor.

An introduction to functions of a complex variable. Topics include analytic functions, line integrals, power series, residues, conformal mappings. Usually offered every year. Last offered in the spring of 2002.

Mr. Mayer

MATH 47a Introduction to Mathematical Research

[wi sn]

Signature of the instructor required.

Students work on research projects that involve generating data, making conjectures, and proving theorems, and present their results orally and in writing. Introduces applications of computers in mathematical research: symbolic computation, typesetting, and literature search. The special topic for spring 2003 is lattice path combinatorics. Usually offered every third year. Will be offered in the spring of 2003.

Mr. Gessel

MATH 98a Independent Research

Signature of the instructor required.

Usually offered every year.

Staff

MATH 98b Independent Research

Signature of the instructor required.

Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

Undergraduates should consult with the instructor regarding the required background.

MATH 101a Algebra I

[sn]

Groups, rings, modules, Galois theory, affine rings, and rings of algebraic numbers. Multilinear algebra. The Wedderburn theorems. Other topics as time permits. Usually offered every year. Will be offered in the fall of 2002.

Mr. Propp

MATH 101b Algebra II

[sn]

Continuation of MATH 101a. Usually offered every year. Last offered in the spring of 2002.

Mr. Mayer

MATH 110a Geometric Analysis

[sn]

Manifolds, tensor bundles, vector fields, and differential forms. Frobenius theorem. Integration, Stokes's theorem, and deRham's theorem. Usually offered every year. Will be offered in the fall of 2002.

Mr. Adler

MATH 110b Introduction to Lie Groups and Differential Geometry

[sn]

The correspondence between Lie groups and Lie algebras. Usually offered every second year. Last offered in the spring of 2002.

Mr. Ruberman

MATH 111a Real Analysis

[sn]

Measure and integration. L_p spaces, Banach spaces, Hilbert spaces. Radon-Nikodym, Riesz representation, and Fubini theorems. Fourier transforms. Usually offered every year. Will be offered in the fall of 2002.

Mr. Mayer

MATH 111b Complex Analysis

[sn]

The Cauchy integral theorem, calculus of residues, and maximum modulus principle. Harmonic functions. The Riemann mapping theorem and conformal mappings. Other topics as time permits. Usually offered every year. Last offered in the spring of 2002.

Mr. Tamvakis

MATH 121a Topology I

[sn]

Fundamental group, covering spaces. Cell complexes, homology and cohomology theory, with applications. Usually offered every year. Will be offered in the fall of 2002.

Mr. Igusa

MATH 121b Topology II

[sn]

Continuation of MATH 121a. Manifolds and orientation, cup and cap products, Poincaré duality. Other topics as time permits. Usually offered every year. Last offered in the spring of 2002.

Mr. Igusa

MATH 150a Combinatorics I

[sn]

Emphasis on enumerative combinatorics. Generating functions and their applications to counting graphs, paths, permutations, and partitions. Bijective counting, combinatorial identities, Lagrange inversion and Möbius inversion. Usually offered every second year. Last offered in the fall of 2001.

Staff

MATH 150b Combinatorics II

[sn]

Representations of finite groups, with emphasis on symmetric groups. Symmetric functions, Pólya's theory of enumeration under group action, and combinatorial species. Usually offered every third year. Last offered in the fall of 2000.

Staff

(200 and above) Primarily for Graduate Students**MATH 200a Second-Year Seminar**

Usually offered every year. Last offered in the spring of 2002.

Mr. Diamond

MATH 201a Topics in Algebra

Introduction to a field of algebra. Topic changes each year. Usually offered every third year. Last offered in the fall of 2000.

Mr. Kleber

MATH 201b Topics in Algebra

Introduction to a field of algebra. Topic changes each year. Usually offered every year. Last offered in the spring of 2002.

Mr. Lian

MATH 202a Algebraic Geometry I

Varieties and schemes. Cohomology theory. Curves and surfaces. Usually offered every second year. Last offered in the fall of 2001.

Mr. Tamvakis

MATH 202b Algebraic Geometry II

Continuation of MATH 202a. Usually offered every year. Last offered in the spring of 2002.

Mr. Tamvakis

MATH 203a Number Theory

Topics include basic algebraic number theory (number fields, ramification theory, class groups, Dirichlet unit theorem), zeta and L -functions (Riemann Zeta-function, Dirichlet L -functions, primes in arithmetic progressions, prime number theorem). Other possible topics are class field theory, modular functions and modular forms, cyclotomic fields, and automorphic forms on adèle groups. Usually offered every year. Will be offered in the fall of 2002.

Mr. Diamond

MATH 203b Number Theory

Continuation of MATH 203a. Usually offered every second year. Last offered in the spring of 2001.

Staff

MATH 204a T.A. Practicum

Teaching elementary mathematics courses is a subtle and difficult art, involving many skills besides those that make mathematicians good at proving theorems. This course focuses on the development and support of teaching skills. The main feature is individual observation of the graduate student by the practicum teacher, who provides written criticism of, and consultation on, classroom teaching practices. Usually offered every second year. Last offered in the fall of 2001.

Mr. Kleber

MATH 211a Topics in Differential Geometry and Analysis

Usually offered every second year. Last offered in the fall of 2001.

Mr. Ruberman

MATH 211b Topics in Differential Geometry and Analysis

Usually offered every second year. Last offered in the spring of 2001.

Mr. Adler

MATH 221a Topology III

Vector bundles and characteristic classes. Elementary homotopy theory and obstruction theory. Cobordism and transversality; other topics as time permits. Usually offered every second year. Last offered in the fall of 2001.

Mr. Levine

MATH 221b Topology IV

Topics in topology and geometry. In recent years, topics have included knot theory, symplectic and contact topology, gauge theory, and three dimensional topology. Usually offered every year. Last offered in the spring of 2002.

Mr. Levine

MATH 224a Advanced Topics in Lie Groups and Representation Theory

Usually offered every fourth year. Last offered in the fall of 1998.

Staff

MATH 224b Advanced Topics in Lie Groups and Representation Theory

Usually offered every second year. Last offered in the spring of 2001.

Staff

MATH 250a Riemann Surfaces

An introductory course on Riemann surfaces. Usually offered every third year. Last offered in the spring of 2000.

Staff

MATH 299a and b Readings in Mathematics

Staff

MATH 301a Advanced Topics in Algebra

Staff

MATH 302a Topics in Algebraic Geometry

Staff

MATH 302b Topics in Algebraic Geometry

Staff

MATH 311a Advanced Topics in Analysis

Staff

MATH 311b Advanced Topics in Analysis

Staff

MATH 321a Topics in Topology

Staff

MATH 321b Topics in Topology

A continuation of MATH 321a.

Staff

MATH 326a Topics in Mathematics

An advanced course on a topic chosen each year by the department.

Staff

MATH 326b Topics in Mathematics

A continuation of MATH 326a.
Staff

MATH 399a and b Readings in Mathematics
Staff

All graduate courses will have organizational meetings the first week of classes.

MATH 401d Research

Independent research for the Ph.D. degree.
Specific sections for individual faculty members as requested.
Staff

Courses of Related Interest**PHIL 38b**

Philosophy of Mathematics

Cross-Listed Courses**BIOL 51a**

Biostatistics

COSI 188a

Introduction to Combinatorics

PHIL 106b

Mathematical Logic

An interdepartmental program

Medieval and Renaissance Studies

Courses of Study:
Minor

Objectives

The Medieval and Renaissance Studies Program provides students with a broad introduction to the development of western civilization from the end of antiquity to the 17th century. It is founded on the principle that an interdisciplinary perspective is the most profitable way to gain an understanding of the formation of early modern Europe. In order to develop a multifaceted picture of the Middle Ages and the Renaissance, all students select one of two core courses in history, and they are encouraged to explore a variety of disciplinary perspectives provided by various national literatures, fine arts, and philosophy. The exact balance of these approaches depends on a student's interest. The program offers a useful complement to many majors, and it is a good foundation to graduate study in a variety of fields.

How to Become a Program Member (Minor)

The most important requirement for taking part in the program is an interest in the Middle Ages and the Renaissance. Students may enter the program at any time in their undergraduate careers, but an early start maximizes a student's range of choice because a number of courses are offered at different intervals. Students should consult with their advisor and the chair of the program to map out their particular plan of study.

Committee**Dian Fox, Chair (Fall 2002)**

(Romance and Comparative Literature)

Charles McClendon, Chair (Spring 2003)

(Fine Arts)

Bernadette Brooten

(Near Eastern and Judaic Studies)

Mary Campbell

(English and American Literature)

William Flesch

(English and American Literature)

William Kapelle

(History)

Richard Lansing

(Romance and Comparative Literature)

Avigdor Levy

(Near Eastern and Judaic Studies)

Joan Maling

(Linguistics and Psychology)

Michael McGrade

(Music)

Sarah Mead-Ramsey

(Music)

Jessie Ann Owens

(Music)

Michael Randall

(Romance and Comparative Literature)

Benjamin Ravid

(Near Eastern and Judaic Studies)

Eric Rice

(Music)

Govind Sreenivasan

(History)

Ramie Targoff

(English and American Literature)

Jonathan Unglaub

(Fine Arts)

Cheryl Walker

(Classical Studies)

Requirements for the Minor

A. Core Course: HIST 110b (The Civilization of the High and Late Middle Ages) or HIST 123a (The Renaissance).

B. Students in the program must complete the University language requirement in one of the following: French, Italian, Spanish, German, Latin, Greek, Russian, Arabic, or Hebrew.

C. Four other courses from the program listing. In order to promote an interdisciplinary approach to the study of the Middle Ages and the Renaissance, two of these courses should be in two different fields other than history.

D. In addition, completion of one semester of independent study (98a or b), under the direction of one or more members of the program faculty, requiring completion of a research paper; or
Participation in a program seminar or colloquium, when offered; or
A senior thesis in the student's major, with an emphasis on some aspect of medieval or Renaissance studies and read by at least two faculty members in the program.

Special Notes

Please note that MUS 10a and 10b yield half-course credit each, therefore two semesters of MUS 10 are required to equal one full semester course, i.e., one elective course.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

MEVL 98a Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

MEVL 98b Independent Study
Signature of the instructor required.
Usually offered every year.
Staff

Elective Courses

The following courses are approved for the minor. Not all are given in any one year. Please consult the *Course Schedule* each semester.

CLAS 115b
Topics in Greek and Roman History

COML 102a
Love in the Middle Ages

COML 103b
Madness and Folly in Renaissance Literature

ENG 33a
Shakespeare

ENG 43a
Major English Authors, Chaucer to Milton

ENG 63a
Renaissance Poetry

ENG 132b
Chaucer I

ENG 133a
Advanced Shakespeare

ENG 142b
Introduction to Old Norse

ENG 143a
Elizabethan and Jacobean Drama

ENG 152b
Arthurian Literature

ENG 173a
Spenser and Milton

FA 40b
The Formation of Jewish, Christian, and Islamic Art

FA 41a
Art and the Origins of Europe

FA 42b
The Age of Cathedrals

FA 43a
The Art of Medieval England

FA 45a
St. Peter's and the Vatican

FA 51a
Art of the Early Renaissance in Italy

FA 54b
Renaissance Art in Northern Europe

FA 58b
High and Late Renaissance in Italy

FA 60a
Baroque in Italy and Spain

FA 191b
Studies in Renaissance and Baroque Art

FREN 120a
The French Middle Ages

FREN 122b
The Renaissance

HIST 110a
The Civilization of the Early Middle Ages

HIST 110b
The Civilization of the High and Late Middle Ages

HIST 112b
The Crusades and the Expansion of Medieval Europe

HIST 113a
English Medieval History

HIST 120a
Britain in the Later Middle Ages

HIST 123a
The Renaissance

HIST 126a
Early Modern Europe (1500-1700)

HIST 127b
Household and Family in Late Medieval and Early Modern Europe (1300-1800)

IECS 140a
Dante's *Divine Comedy*

IMES 104a
Islam: Civilization and Institutions

LAT 125a
Medieval Latin

MUS 10a and b
Early Music Ensembles
(two semesters required to equal one elective course)

MUS 110b
The Authenticity Question: Applying Historical Performance Practices

MUS 121a
History of Music to 1700

MUS 128b
Musical Life in the Middle Ages and Renaissance

NEJS 123a
Medieval Jewish Philosophy

NEJS 124a
Varieties of Medieval Judaism

NEJS 131a The Sephardic Experience, Part I	NEJS 151b Merchants, Moneylenders, and Ghetti of Venice	SPAN 120b Don Quijote
NEJS 140a History of the Jews from Maccabees to 1497	NEJS 152a From Inquisition to Holocaust	SPAN 125b Literary Women in Early Modern Spain
NEJS 140b The Jews in Europe to 1791	NEJS 152b Anti-Judaism, Anti-Semitism, and Anti-Zionism	SECS 150a Golden Age Drama and Society
NEJS 147a The Rise and Decline of the Ottoman Empire, 1300-1800	SPAN 110a Introduction to Peninsular Spanish Literature	

A graduate program

Molecular and Cell Biology

Courses of Study:
Master of Science
Doctor of Philosophy

Objectives

The Graduate Program in Molecular and Cell Biology, leading to the degree of Doctor of Philosophy, is designed to provide each student with the theoretical foundations and research experience needed to become an independent and original investigator of basic biological phenomena. Preparation is achieved through the combination of (1) a flexible curriculum of courses tailored for each student's specific needs, (2) a set of laboratory rotations that acquaints each entering student with current research techniques and permits exploration of possible research areas, and (3) a proseminar specifically for first-year students and a series of journal clubs that keep students abreast of significant research findings and develop confidence with reading research literature and giving oral presentations. First-year students participate in all three aspects of our graduate program and are thus quickly integrated into the biological research community at Brandeis. A strength of our program is frequent interactions between students and faculty, formal and informal.

Thesis research leading to the Ph.D. degree is carried out under the personal direction of a faculty member. A complete list of faculty research interests and recent publications is available from the biology department or can be viewed on the World Wide Web at: www.bio.brandeis.edu. Potential applicants are urged to obtain this information. As a general orientation, the following areas of research are among those represented in the program: molecular biology of the regulation of gene expression; chromosome structure and chromosomal rearrangements; mechanisms of recombination; developmental genetics; behavioral genetics and neural development; biophysics of single nerve cells; learning and memory; integration of neural function; immunogenetics; immune cell differentiation and development; molecular biology of the immune system; regulation of muscle contraction; molecular and cell architecture; organization of subcellular structures; structure and function of proteins.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. The student's undergraduate record should ordinarily include courses equivalent to those required of undergraduates concentrating in biology at this institution. Students who are deficient in some of these subjects, but whose records are otherwise superior, may make up their deficiencies while they are enrolled as graduate students. In exceptional cases, students may be excused from some of these requirements. Students with serious deficiencies must, however, expect to add additional time to their graduate program in order to satisfy the deficiencies.

Applicants must take the Graduate Record Examination.

Since the summer months provide an important opportunity for uninterrupted laboratory work, the Molecular and Cell Biology Program provides 12-month stipend support for all full-time students.

Faculty
Michael Rosbash (Center for Complex Systems), Chair

RNA processing and molecular neurobiology.

Susan Birren, Senior Honors Coordinator (Center for Complex Systems)

Developmental neurobiology.

Carolyn Cohen (Rosenstiel Center)

Structural molecular biology.

David DeRosier (Rosenstiel Center)

Structural studies of actin, actin-containing cytoskeletal assemblies, and bacterial flagella.

Chandler Fulton

Cell differentiation and selective gene expression in eucaryotic cells. Morphogenesis of cell shape and assembly of cell organelles, especially flagella.

Leslie Griffith (Center for Complex Systems)

Biochemistry of synaptic plasticity.

Bruce Goode (Rosenstiel Center)

Biochemistry and genetics of yeast cytoskeleton.

James Haber (Rosenstiel Center)

Genetics and molecular biology of yeast meiotic and mitotic recombination. Mating-type switching. Repair of broken chromosomes.

Jeffrey Hall (Center for Complex Systems)

Neurogenetics and molecular neurobiology of higher behaviors in *Drosophila*.

Kenneth Hayes (Director, Foster Animal Lab)

Comparative nutritional pathophysiology in man and animals. Lipoprotein metabolism and atherogenesis, cholelithiasis.

Elaine Hiller

Human genetics.

Susan Lovett (Rosenstiel Center)

Genetics and molecular biology of bacteria and yeast. DNA repair. Recombination and mutagenesis.

Melissa Moore

Molecular biology of self-splicing introns and the spliceosome. Mechanisms of RNA catalysis.

Gregory Petsko (Director, Rosenstiel Center)

X-ray crystallographic analysis of protein structure and enzyme mechanisms.

Joan Press (Rosenstiel Center)

Developmental immunology and immunogenetics.

Ruibao Ren (Rosenstiel Center)

Signal transduction.

Ranjan Sen (Rosenstiel Center)

Molecular immunology. Regulation of gene expression.

Piali Sengupta (Center for Complex Systems)

Developmental neurobiology in *C. elegans*.

Neil Simister (Rosenstiel Center)

Molecular immunology. Antibody transport.

Lawrence Wangh

Molecular controls of DNA replication in *Xenopus egg*.

Michael Welte (Rosenstiel Center)

Regulation of motor-driven transport.

Kalpana White (Center for Complex Systems)

Developmental neurogenetics.

Requirements for the Degree of Master of Science
Program of Study

The program is designed to guide each student toward realizing her or his potential as an independent research biologist. Students are encouraged to become experts in the theory and practice of their chosen area of research, as well as to obtain breadth in other areas strongly represented in the program. Research areas include genetics, molecular biology, developmental biology, cell biology, structural biology, immunology, and neurobiology. Graduate courses are available in all of these areas. A total of six courses are required for the degree. Each student will conduct an original investigation and submit a research thesis to the biology department graduate committee for review, or complete four, nine-week research rotations.

Residence Requirement

The minimum residence requirement is one year.

Requirements for the Degree of Doctor of Philosophy
Program of Study

Students are expected to obtain a knowledge of the principles and techniques of three of the areas represented in the program, i.e., genetics, developmental biology, molecular biology, neurobiology, immunology, cell biology, and structural biology. The background a student is expected to have in these areas will be covered in courses given by the program. Entering students also participate together in a proseminar, an introduction to the research literature of biology. Students take two courses each semester in the first year, with a total of six required for the degree. In the first year, students will complete four, nine-week rotations in at least four different laboratories. Throughout the graduate years, students remain involved in seminar courses, journal clubs, presentations of research, colloquia, and research courses.

Each student will choose his/her specific field of interest and will apply for a permanent advisor to be agreed upon by the program at the end of the first year. The advisor will assist the student in planning a well-balanced program in his/her specific field of interest. In addition, the advisor will ordinarily serve as the chair of the student's dissertation examining committee.

Teaching Requirement

At least one year of teaching experience (or equivalent) is required of all degree candidates.

Residence Requirement

The minimum residence requirement is three years.

Language Requirement

There is no foreign language requirement for the Ph.D. degree.

Qualifying Examination

The qualifying examination consists of two research propositions in which the student identifies an important and interesting research problem and then proposes the experiments to attack it. The propositions are written and the student gives an oral defense. The first proposition, which is taken at the end of the first year, must be in an area outside the student's area of thesis research. The second proposition constitutes a thesis proposal and is taken at the end of the second year.

Courses of Instruction**(100-199) For Both Undergraduate and Graduate Students****BIOL 102b Structural Molecular Biology**
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b, or permission of the instructor. An introduction to the structural basis of molecular biology. It will include background material on the designs of proteins and nucleic acids and their assembly, as well as the techniques used to visualize structure. A major theme will be the physical and chemical basis for specificity in molecular recognition. Usually offered every year. Last offered in the spring of 2002.
Mr. DeRosier

BIOL 103b Mechanisms of Cell Functions
[sn]

Prerequisite: BIOL 22b or permission of the instructor. Enrollment limited to 50. An advanced course focusing on a mechanistic understanding of cell biological processes and the methods by which these processes are elucidated. Papers are chosen to illustrate a variety of experimental approaches including genetics, biochemistry, microscopy, and the design and use of in vitro assays. Topics include cell cycle dynamics, secretion, protein folding and degradation pathways, signal transduction, intracellular transport, nuclear architecture, and the cytoskeleton. Usually offered every second year. Last offered in the fall of 2001.
Mr. Goode

BIOL 105b Molecular Biology
(formerly BIBC 105b)
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Examination of molecular processes in replication and expression of genetic information and techniques by which this understanding has been achieved. Topics include structure and organization of DNA in chromosomes, DNA replication, transcription and regulation of gene expression, RNA structure and processing, mRNA stability, and other mechanisms of post-translational

control. Molecular biological techniques will be introduced. Lectures will be supplemented with close readings of selected papers. Usually offered every year. Will be offered in the fall of 2002.
Mr. Haber and Ms. Moore

BIOL 111a Developmental Biology
[sn]

Prerequisite: BIOL 22b. How do complex organisms build themselves starting from single cells? Examines how processes such as fertilization, embryogenesis, cell differentiation, and tissue-specific gene expression occur; what is known about the key molecules and genes that orchestrate these processes; and how genetic changes affecting these processes underlie the evolution of body form. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Birren

BIOL 122a Molecular Genetics
[sn]

Prerequisite: BIOL 22a (formerly BIBC 22a). A lecture and literature-based course concerning strategies of genetic analysis and the mechanisms that control genetic change and preserve genetic stability. Lectures cover the topics of genetic mutation, genetic recombination, repair of genetic damage, and chromosome structure and transmission. Research papers of current and historical interest will be discussed. Usually offered every third year. Last offered in the fall of 2000.
Mr. Haber and Ms. Lovett

BIOL 125a Immunology
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Topics include properties, functions of cells involved in immunity; genes, structure, function of immunoglobins and T cell receptors; cell interactions; antigen recognition; lymphokines; tolerance; lymphocyte differentiation; genetic regulation; viral immunity; autoimmunity; AIDS; vaccines. Usually offered every year. Will be offered in the fall of 2002.
Ms. Press

Dissertation and Defense

Each student will conduct an original investigation. After submission of the dissertation, the candidate will be expected to present the principal results of his or her work and its significance during an examination in defense of the dissertation. The examining committee must include one faculty member from outside the University. A public seminar to the University community is also required.

BIOL 126b Protein Structure and Disease
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b, or the equivalent, or permission of the instructor. Enrollment limited to 25. Reviews the basic principles of protein structure, so that the functional aspects of different protein designs may be understood. Examines various protein mutations related to certain molecular diseases and the architecture of some key viruses and their infectivity. Consideration of drug design is an integral part of the course. Student presentations are essential to the course. Usually offered every fourth year. Will be offered in the spring of 2003.
Ms. Cohen

BIOL 128a Human Genetics
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Enrollment limited to 50. Survey of classical and nonclassical patterns of inheritance; cytogenetics; applications of molecular genetics techniques in human genetics; analysis of variation, gene mapping, identification of candidate genes and genetic disease diagnoses; single gene vs. complex inheritance; computer databases for human genetic research; and human population genetics. Usually offered every year. Will be offered in the fall of 2002.
Ms. Hiller

BIOL 132a General Microbiology
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b, (BCHM majors may substitute BCHM 100a); CHEM 25a and 25b. A survey of the physiology of bacteria and other microorganisms. Concentrates on those aspects of cell structure and function that are important for diverse microbial lifestyles. In addition, pays special attention to the biology of disease-causing organisms and microbiological problems facing medicine today. Usually offered every second year. Last offered in the spring of 2002.
Ms. Lovett

BIOL 134b Topics in Ecology
[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. This course may be repeated for credit. Signature of the instructor required.

Annually, a different aspect of the global biosphere is selected for analysis using contemporary tools and approaches. In any year the focus may be on specific ecosystems (e.g., terrestrial, aquatic, tropical, arctic), populations, system modeling, or the contributions of physical or chemical factors defining a particular system. Please consult the *Course Schedule* for the particular topic. Usually offered every year. Last offered in the spring of 2002.

Staff

NBIO 136b Computational Neuroscience [sn]

Prerequisite: MATH 10a or PHYS 10a or approved equivalents.

An introduction to methods and results in mathematical and computer modeling of neural systems. Topics include the basic biophysics of ion conduction, single- and multi-compartment neuron models, information theory and neural codes, the representation and processing of images by the visual system, and models of synaptic plasticity, learning, and memory. Usually offered every second year. Last offered in the spring of 2002.

Mr. Abbott

NBIO 140b Principles of Neuroscience [sn]

Prerequisite: BIOL 22b or permission of the instructor.

Basic principles of neurobiology. Topics include ion channels and their role in generating resting and action potentials; basics of synaptic physiology and pharmacology; neural circuits underlying behavior, learning, and mental illness. Usually offered every year. Will be offered in the fall of 2002.

Ms. Marder

NBIO 143b Developmental Neurobiology [sn]

Prerequisite: BIOL 22b or permission of the instructor.

Discusses the mechanisms used in the development of the nervous system. Topics include determination of neuronal cell fates, neuronal differentiation and pattern formation, neuronal survival and growth, and mechanisms responsible for generation of connectivity in the nervous system. Usually offered every second year. Last offered in the spring of 2002.

Ms. Sengupta

NBIO 145b Systems Neuroscience [sn]

Prerequisite: NBIO 140b.

Deals with the fundamental issues relating to the function of the central nervous system. Topics covered include perception, memory, consciousness, and action. Emphasizes the insight that can be gained by multiple perspectives, in particular: anatomy, cellular physiology, in vivo recordings from awake-behaving animals, psychophysics (behavior), and computational modeling. Usually offered every year. Last offered in the spring of 2002.

Mr. Lisman

NBIO 147a Neurogenetics

[sn]

Prerequisites: BIOL 18a and BIOL 22a (formerly BIBC 22a). Signature of the instructor required.

Development and function of the nervous system and responses of excitable cells studied in neurological and behavioral mutants. Characterization and manipulation of genes, defined by these mutations and using molecular biological tools. Organisms: microbes, roundworms, fruit flies, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to visual and chemical stimuli, biological rhythms, and reproductive behavior. Usually offered every third year. Last offered in the spring of 2001.

Mr. Hall

NBIO 148b Cellular Neuroscience (formerly NBCH 148b)

[sn]

Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b. This course may not be repeated for credit by students who have taken NBCH 148b in previous years

Focuses on the ionic and molecular basis of action and synaptic potentials, with special emphasis on cellular mechanisms of plasticity. Students examine the Hodgkin-Huxley experiments on axonal action potentials and the original research literature dealing with all aspects of synaptic transmission, neuronal excitability, and their plasticity. Usually offered every year. Will be offered in the fall of 2002.

Ms. Turrigiano

BIOL 149b Molecular Pharmacology [sn]

Prerequisites: BIOL 22b, and CHEM 25a and b. NBIO 140b strongly recommended. Signature of the instructor required.

Covers the essentials of pharmacology and the study of the actions of chemical agents (drugs, toxins, neurotransmitters, and hormones) that interact with living systems. Emphasizes molecular mechanisms of neuropharmacology. Topics include pharmacokinetics, hormone action, autonomic pharmacology, and the psychopharmacology of drugs of abuse and mental disorders. Usually offered every third year. Last offered in the spring of 2001.

Ms. Griffith

BIOL 160b Human Reproductive and Developmental Biology

[sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Signature of the instructor required.

This course deals with hormonal, cellular, and molecular aspects of gametogenesis, fertilization, pregnancy, and birth. We will also discuss pathological and abnormal variations that occur and the available medical technologies for intervention, correction, and facilitation of these processes. Usually offered every year. Will be offered in the fall of 2002.

Mr. Wang

BIOL 172b Growth Control and Cancer [sn]

Prerequisites: BIOL 22a (formerly BIBC 22a) and BIOL 22b. Enrollment limited to 80.

Covers the fundamental rules of behavior of cells in multicellular organisms. Examines cellular and molecular mechanisms that govern cell growth, differentiation, and survival in normal cells as well as how this regulation is disrupted in cancer. Usually offered every second year. Last offered in the spring of 2002.

Mr. Ren

BIOL 173b Programmed Cell Death [sn]

Prerequisites: BIOL 22a (formerly BIBC 22a), BIOL 22b, and BCHM 100a or permission of the instructor. Enrollment limited to 24.

Apoptosis, the programmed death of vertebrate cells, is essential for normal development and health. We examine the topic through recent research papers, lectures, and student presentations, with emphasis on the mechanism of apoptosis and its role in human diseases such as cancer and neurological disorders. Usually offered every third year. Last offered in the spring of 2001.

Mr. Fulton

BIOL 175b Advanced Immunology [sn]

Prerequisite: BIOL 125a or permission of the instructor.

A survey of recent advances in molecular immunology. Topics include hematopoietic stem cell biology, blood lineage commitment, growth factor signal transduction, the nature and specificity of antigen receptors, the regulation and mechanism of V(D)J recombination, and B and T cell development. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sen

Biophysics

For biophysics consult biophysics offerings in this *Bulletin*.

(200 and above) Primarily for Graduate Students

BIOL 200a Proseminar

For first-year Ph.D. students. Emphasizes the reading, analysis, discussion, and writing of research papers. Also examines how scientists frame important questions and design appropriate experiments. Papers will be chosen for discussion, covering molecular biological, genetic, structural, and biochemical approaches. Usually offered every year.

Mr. DeRosier

BIOL 220a Clinical Genetics II

Prerequisite: Completion of *BIOL 204b* or permission of the instructor.

Continuation of *BIOL 204* with emphasis on the genetic and developmental disorders of most major organ systems. A case-based, problem-solving approach is emphasized. Usually offered every year.

Staff

BIBC 224b The RNA World

Prerequisite: *BCHM 100a*, *BIOL 105b*

(formerly *BIBC 105b*), or permission of the instructor.

This course employs seminars and lectures to approach a wide range of topics in RNA research. Topics include RNA enzymes, RNA structure, protein-RNA interactions, pre-mRNA splicing, and RNA localization.

Ms. Moore and Mr. Rosbash

NBIO 250d Neuroscience Proseminar

Limited to first and second-year neuroscience Ph.D. students.

Required seminar for first and second year graduate students in the neuroscience Ph.D. program. Discusses relevant papers from the current literature with an emphasis on increasing oral presentation skills, experimental design, and proposal writing. Usually offered every year.

Ms. Marder

BIOL 300a and b Biological Research

Primarily for the first-year student with the purpose of introducing him or her to biological research and to the work in progress in the laboratories of a number of faculty members. In consultation with the graduate advisor, the student plans a sequence of such tenures, each comprising nine weeks or more, and then carries out experimental investigations under the guidance of the faculty members involved. Usually offered every year.

Staff

BIOL 305d Topics in Molecular Genetics and Development

Usually offered every year.

Staff

NBIO 306d Topics in Neurobiology

Usually offered every year.

Ms. Birren

BIOL 307d Topics in Immunology

Usually offered every year.

Staff

BIOL 316d Mechanisms of Recombination

Usually offered every year.

Mr. Haber and Ms. Lovett

BIOL 320d Current Topics in *Drosophila*

Molecular Genetics

Usually offered every year.

Ms. White

NBIO 340d Computational and Systems Neurosciences

Usually offered every year.

Mr. Abbott

BIOL 350d Graduate Student Research Seminar

Usually offered every year.

Staff

BIOL 401d Dissertation Research

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.

Staff

CONT 300b Ethical Practice in Health-Related Sciences

Required of all first-year graduate students in health-related science programs. Not for credit.

Scientists are becoming increasingly aware of the importance of addressing ethical issues and values associated with scientific research. This course, taught by University faculty from several graduate disciplines, will cover major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies will be complemented by two public lectures during the course. Usually offered every year.

Mr. Fulton

Department of

Music

Courses of Study:
 Minor
 Major (B.A.)
 Post-Baccalaureate Program
 Master of Arts
 Master of Fine Arts
 Doctor of Philosophy

Objectives

Undergraduate Major

The Department of Music offers a broad-based undergraduate major that combines the study of history, theory, composition, and performance. The core of the program consists of two years of theory [with associated labs that provide further training in the musicianship skills necessary for all musical endeavors] and three semesters in the history of Western music. The remaining courses are electives, giving students flexibility to shape the program in accordance with their interests. Qualified students may elect to do the Performance Program in addition to the major.

Graduate Program in Music

The department offers graduate programs in three areas: composition and theory, musicology, and performance. The department also offers, in conjunction with the Program in Women's Studies, a joint M.F.A. in music and women's studies.

Composition and Theory

The department offers three degree programs in composition and theory: M.A. (normally one year), M.F.A. (normally two years), and Ph.D. (normally one or more years following the completion of M.F.A. requirements). The programs are designed to help students develop a command of the craft of composition. That objective is supported by studies in theory and analysis and in electro-acoustic music.

Musicology

The department offers three degree programs in musicology: M.A. (normally one year), M.F.A. (normally two years), and Ph.D. (normally one or more years following the completion of M.F.A. requirements). The programs offer an integrated approach to the understanding of the nature, structural basis, and historical development of music. Students may elect to emphasize or concentrate in music history, or in theory and analysis. In the music history program, a variety of techniques and methodologies, including source studies, style development, and historiography, are applied to different repertoires and historical problems. The theory and analysis program features work in the history of theory as well as analytic work in the context of theory construction involving the evaluation of pretonal, tonal, and contemporary analytic models. Courses consist of proseminars and seminars: proseminars survey an array of topics illustrating the representative avenues of research and methodological approaches while seminars typically concentrate on a single topic.

Performance (Post-Baccalaureate)

The department offers an Artist's diploma in instrumental performance. The Artist's diploma is a one-year program of study for the young professional instrumentalist. Soloists and chamber ensembles are welcomed. The program operates in the context of a strong graduate music department, and prepares the student to enter competitions or to take auditions.

Music and Women's Studies

The department offers an interdisciplinary program in women's studies and music, leading to a joint M.F.A. in music and women's studies. Topics include feminist theory, gender studies, cultural history, and the investigation of work by and about women.

How to Become an Undergraduate Major

Before admission to the major, candidates will normally pass MUS 101a and b, with accompanying labs MUS 102a and b, preferably during their first year, and must demonstrate competence at the keyboard.

Instruction under the basic piano program is offered for those who are deficient at the keyboard. The required proficiency must normally be demonstrated by the end of the sophomore year. No fee is charged for this instruction and no credit is granted.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. Students are advised to submit scores on the Graduate Record Examinations. Applications received after the deadline will be considered on a rolling basis until the program is filled.

Applicants for study in **composition and theory** are required to submit evidence of qualification in the form of examples of original work in musical composition; they must also take a departmental written test in basic musicianship and analysis. Applicants for admission in **musicology** should submit examples of their prose writing on music. Musicology applicants wishing to specialize in **theory and analysis** should also submit examples of advanced work in musical theory. Applicants for the **Artist's diploma** should arrange for an audition. Audition repertoire should comprise three works of contrasting style.

Admission is granted for one academic year at a time. Readmission will be refused in cases where students have not demonstrated a capacity for acceptable graduate work.

Faculty

Martin Boykan, Graduate Advisor

(Composition)
 Composition. Analysis.

Eric Chafe, Graduate Advisor (Musicology)

Music of Monteverdi. Bach. Wagner.
 Seventeenth century. Postromantic music.
 Twentieth-century music. Analysis.

Eric Chasalow

Composition. Analysis. Electronic music.

Judith Eissenberg

Violin, Lydian String Quartet. Chamber
 music performance and analysis.

Joshua Gordon

Cello, Lydian String Quartet.

Neal Hampton

Director, Brandeis Orchestra. Jazz history.

Allan Keiler

Nineteenth-century music. Theory and
 analysis. Beethoven.

Neal Hampton

Theory. Composition.

Chris Malloy

Theory. Composition.

Michael McGrade

Chant and sacred polyphony of the late-15th
 and 16th centuries. Baroque era music. Opera.

Sarah Mead

Director, Brandeis University Early Music
 Ensembles.

Bob Nieske
Director, Jazz Ensemble. Jazz improvisation and composition.

James Olesen
Chorus. Chamber Choir. Director, performance activities.

Jessie Ann Owens
Renaissance music. History of theory. Analysis.

David Rakowski, Undergraduate Advising Head
Composition. Theory and analysis.

Mary Ruth Ray
Viola, Lydian String Quartet. Director, Performance Program.

Eric Rice
Liturgical music of the late Middle Ages and the Renaissance.

Daniel Stepner
Violin, Lydian String Quartet. Performance and analysis.

Yehudi Wyner
Composition. Performance and analysis.

Requirements for the Undergraduate Major

A. Majors take 12 semester courses.

Theory (six semesters): MUS 101a and 101b (with associated lab MUS 102a and b), and MUS 103a and 103b (with associated lab MUS 104a and b). Placement at the appropriate level is by an examination given at the beginning of the semester. Students may be exempted from any portion of this sequence by examination.

History (three semesters): MUS 121a, MUS 122b, MUS 123b.

Electives (three semesters): Any courses numbered above 20, however MUS 111a and b (Private Instruction for Instrumentalists), or 112a and b (Private Lessons: Voice), may be taken once only for major credit. ANTH 62a may be taken as an elective for the major or minor in music.

Alternate programs: At any time prior to the completion of the junior year, the student may, in consultation with his or her advisor, submit an alternate proposal for the completion of the major. Such proposals will be considered by the department on the basis of their coherence and appropriateness to specific goals.

B. All majors in music are required to participate in one of the faculty-supervised performance activities of the music department (such as Early Music Ensemble, Orchestra, Chorus, Chamber Choir) with or without credit, as the student chooses, and in Music Colloquium. In addition, solo recitals may be given by students.

C. Additional requirements for candidates for degrees with distinction: To be eligible for honors in music, candidates must demonstrate superior ability through their overall record and a capacity for independent thought beyond the limits of their course program (such as a written thesis, an approved project in original composition, or a senior recital).

Performance Program (Undergraduate)

The performance program is available to qualified music majors by audition (normally at the end of the first year). The requirements are:

A. Completion of all major requirements.

B. Two additional electives concerned primarily with issues of performance, to be approved by the director of the Performance Program and to be selected from the following: MUS 110b, 113a, 114a, and 116a,b. (MUS 10a and b through MUS 15a and b and MUS 111a and b and MUS 112a and b may not be used as electives for the Performance Program.)

C. Private lessons and ensemble.

D. Recitals in the junior (MUS 117a and b) and senior year (MUS 118a and b). The recital in the senior year may be taken as 99d (Senior Project) by petition.

Requirements for the Undergraduate Minor

The minor in music consists of the equivalent of six semester courses:

A. Theory (MUS 101a and b, with accompanying labs MUS 102a and b).

B. History: Two courses from among MUS 121a, MUS 122b, and MUS 123b.

C. Any additional course numbered higher than 20.

Requirements for the Artist's Diploma in Instrumental Performance

A. Four courses (two per semester), of which two are MUS 299a and b (Individual Research and Advanced Work), taken with a member of the Lydian String Quartet or other performance faculty, addressing topics such as pedagogical and coaching techniques, orchestral conducting, contemporary string techniques, early music performance, and performance practice; and two are graduate-level proseminars or seminars in music history, analysis, or theory.

B. Lessons and chamber music coaching with the Lydian String Quartet (20 hours a semester).

C. Two full-length concerts, one a solo recital, the other a solo recital or chamber music concert.

D. One year of residency.

E. Attendance at departmental colloquia.

Requirements for the Degree of Master of Arts

Composition and Theory

A. Six courses at the graduate level: seminars in composition, proseminars in tonal writing; proseminars and seminars in tonal and nontonal analysis.

B. A composition that is begun during the first semester, completed in time to be performed in the spring graduate composers' concert.

C. One year of residency.

D. Attendance at departmental colloquia.

Musicology

A. Six courses at the graduate level: proseminars and seminars in musicology (including an array of courses in different historical periods, in music analysis, and in history of theory).

B. Satisfy the language requirement in French or German.

C. A seminar paper written during the first semester, expanded with independent supervision of a faculty member during the second semester.

D. One year of residency.

E. Attendance at departmental colloquia.

Requirements for the Degree of Master of Fine Arts

Composition and Theory

A. Twelve courses at the graduate level: proseminars and seminars in composition, seminars in tonal and non-tonal analysis, a course in electro-acoustic music (or demonstrate a proficiency).

B. Satisfy the language requirement in one language (French, German, or Italian, or another language by petition).

C. Examinations: Demonstration of competence by means of a portfolio review and written general examination at the end of the second year of study.

D. Thesis: An original composition, the scope to be approved by the faculty in composition.

E. Two years of residency.

F. Attendance at departmental colloquia.

Musicology

A. Twelve courses at the graduate level: proseminars and seminars in musicology (including an array of courses in different historical periods, in music analysis, and in history of theory).

B. Satisfy the language requirement in French and German. Students may substitute another language for French by petition. The German requirement should be satisfied by the end of the first year.

C. Thesis: Either a thesis that is an analytical or historical study of a topic acceptable to the music faculty or revised copies of two seminar papers that have been certified by the seminar instructor and at least one other faculty member as demonstrating a high degree of competence in research writing. Two copies of the thesis must be submitted to the department chair in final form no later than December 1 for a February degree, or April 1 for a May degree.

D. Two years of residency.

E. Attendance at departmental colloquia.

Requirements for the Joint Degree of Master of Fine Arts in Music and Women's Studies

A. WMNS 205a or another course designated as a foundational course.

B. Two courses at the graduate level listed as electives in women's studies, one in music, and one from another department.

C. Two courses at the graduate level in the music department.

D. Participation in the Women's Studies Colloquium Series.

E. Attendance at departmental colloquia.

F. Thesis: An analytical or historical study of a topic with a women's studies focus, approved by the program advisor and the Women's Studies Graduate Committee; the thesis can be a chapter of a dissertation, an expanded and revised seminar paper, or other substantial study; the thesis is certified by the program advisor and at least one other faculty member. Two copies of the thesis must be submitted to the department chair in final form no later than December 1 for a February degree, or April 1 for a May degree.

Requirements for the Degree of Doctor of Philosophy

Composition and Theory

A. Sixteen courses at the graduate level.

B. Teaching: Preparation of graduate students for teaching careers is an integral part of the Ph.D. programs in music. Beginning with the second year of residence, Ph.D. candidates in composition participate as teaching fellows in the relevant undergraduate courses, for a minimum of four semesters. All teaching comes under the guidance of the primary course instructors and the department chair.

C. Satisfy the language requirement in one language (French, German, or Italian, or another language by petition).

D. Three years of residency.

E. Examinations: General examinations during the second year. Oral qualifying examination in the third year.

F. Dissertation: An original musical composition and a thesis on a theoretical or analytical subject. Two copies of the thesis, as well as an abstract not to exceed 350 words in length, should be submitted to the department or committee chair no later than December 1 for a February degree, or March 1 for a May degree, of the academic year in which the Ph.D. degree is to be conferred. Upon completion of the thesis, the candidate is expected to defend it in a Final Oral Examination. The faculty in composition attempts to arrange for the performance of dissertation compositions whenever possible.

G. Attendance at departmental colloquia.

Musicology

A. Satisfactory completion of all requirements for the M.F.A. except the thesis.

B. Teaching: Preparation of graduate students for teaching careers is an integral part of the Ph.D. programs in music. Beginning with the second year of residence, Ph.D. candidates in composition participate as teaching fellows in the relevant undergraduate courses, for a minimum of four semesters. All teaching comes under the guidance of the primary course instructors and the department chair.

C. Examination: At the end of the second year, candidates must demonstrate competence by means of a written general examination.

D. Three years of residency.

E. Four courses at the graduate level, normally MUS 401d (Dissertation Research), or other courses as recommended by the faculty.

F. Dissertation proposal: 15-20 page prospectus of the dissertation developed in consultation with the dissertation advisor and presented to the faculty for their approval, no later than the end of the third year of residency.

G. Dissertation on a historical, theoretical, or analytical subject. Two copies of the doctoral dissertation, as well as an abstract of the dissertation not to exceed 350 words in length, should be submitted to the department or committee chair no later than December 1 for a February degree, or March 1 for a May degree, of the academic year in which the Ph.D. degree is to be conferred.

Dissertations should demonstrate the competence of the candidate as an independent investigator, his or her critical ability, and effectiveness of expression. Upon completion of the dissertation, the candidate is expected to defend it in a Final Oral Examination.

H. Attendance at departmental colloquia.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

MUS 1a Introduction to Music

[ca]

Enrollment limited to 175.

A general introduction to the materials and forms of music, and a study of musical literature. Training in analytical listening, based on selected listening assignments. Open to non-majors who are assumed to have little or no previous knowledge of music. Usually offered every year. Last offered in the spring of 2002.
Staff

MUS 2a The Western Tradition as Seen through Chamber Music

[ca]

The focus will be on the string quartet and music for strings and keyboard. Key works from the Baroque through recent music will be performed, examined, and placed in cultural context. Composers represented will include Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Brahms, Debussy, Ravel, Stravinsky, Schonberg, and Ives. Usually offered every year. Will be offered in the fall of 2002.

Lydian String Quartet and Mr. Wyner

MUS 5a Fundamentals of Music

[ca]

Signature of the instructor required.

For the general student with no musical background. Two hours a week will be devoted to the notation of music, including scales, intervals, keys, triads, rhythm, and meter. The third hour will be devoted to sight singing and dictation. Reading knowledge of music is not required; a placement exam to be given before the first day of instruction is required. Usually offered every year. Will be offered in the fall of 2002.

Staff

MUS 5b Introduction to Theory and Musicianship

[ca]

Signature of the instructor required.

For the student who already possesses some reading knowledge of music. Two hours a week will be devoted to elementary harmony and counterpoint. The third hour will be devoted to sight singing and dictation. A placement exam to be given before the first day of instruction is required. Usually offered every year. Last offered in the spring of 2002.
Staff

MUS 10a Early Music Ensembles

Offered exclusively on a credit/no credit basis. Signature of the instructor required.

Admission by the consent of the instructor based on an audition. Instrumental and/or vocal experience, and competency in sight-reading required. Two semester hours credit. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. May be undertaken as an extracurricular, noncredit activity.

Examines the performance of music written before 1750. A large collection of historical instruments is available for student use and instruction. Solo, ensemble, and one-on-a-part opportunities. Usually offered every year. Will be offered in the fall of 2002.

Ms. Mead

MUS 10b Early Music Ensembles

Continuation of MUS 10a. See MUS 10a for special notes and course description. Usually offered every year. Last offered in the spring of 2002.

Ms. Mead

Special Notes Relating to the Graduate Program

Master's Degree

Students may normally hold only one master's degree in the department. For example, a student who earns the joint M.F.A. degree in music and women's studies may not apply for the M.F.A. in musicology.

Language Requirements

Language examinations to test reading proficiency are administered by the music department. Students will be asked to translate several passages with the aid of a dictionary. Foreign language course credits do not in themselves constitute fulfillment of the language requirements. Examinations will be offered once per semester. In case of failure, an examination may be taken more than once.

Instrumental Proficiency

At least moderate proficiency at the piano is required of all candidates for advanced degrees.

MUS 11a Chamber Choir

Offered exclusively on a credit/no credit basis. Signature of the instructor required.

Vocal experience and sight-reading skill required. Two semester hours credit. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. May be undertaken as an extracurricular, noncredit activity.

Explores unusual repertory, Bach cantatas, 17th-century oratorios, 16th-century motets and madrigals, 19th-century lieder, and 20th-century works. Singers prepare independently outside of scheduled rehearsals. Opportunities for one-on-a-part ensemble singing and solo works. Usually offered every year. Will be offered in the fall of 2002.

Mr. Olesen

MUS 11b Chamber Choir

Continuation of MUS 11a. See MUS 11a for special notes and course description. Usually offered every year. Last offered in the spring of 2002.

Mr. Olesen

MUS 12a University Chorus

Offered exclusively on a credit/no credit basis. Signature of the instructor required.

Admission by the consent of the instructor based on an audition. Two semester hours credit. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. May be undertaken as an extracurricular, noncredit activity.

Performs in concert great literature from the 16th to the 20th centuries. Aspects of singing, musicianship skills, and ensemble building are emphasized. Usually offered every year. Will be offered in the fall of 2002.

Mr. Olesen

MUS 12b University Chorus

Continuation of MUS 12a. See MUS 12a for special notes and course description. Usually offered every year. Last offered in the spring of 2002.

Mr. Olesen

MUS 13a Jazz Ensemble

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Admission by the consent of the instructor based on an audition. Two semester hours credit. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. May be undertaken as an extracurricular, noncredit activity.

The Brandeis Jazz Ensemble has about 15 musicians. Instrumentation is different depending on who auditions. Repertoire will include charts by Mingus, Ellington, Gil Evans, Sun Ra, and others, as well as arrangements and original compositions by the director. Students are also encouraged to write for the group. Experience improvising is not essential but students must be able to read well and not be afraid to practice. Usually offered every year. Will be offered in the fall of 2002.

Mr. Nieske

MUS 13b Jazz Ensemble

Continuation of MUS 13a. See MUS 13a for special notes and course description. Usually offered every year. Last offered in the spring of 2002.

Mr. Nieske

MUS 14a Orchestra

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Admission by the consent of the instructor based on an audition before the director of the orchestra. Two semester hours credit. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. May be undertaken as an extracurricular, noncredit activity.

The ensemble gives several concerts each year, sometimes joining with the chorus to perform large-scale works. Usually offered every year. Will be offered in the fall of 2002.

Mr. Hampton

MUS 14b Orchestra

Continuation of MUS 14a. See MUS 14a for special notes and course description. Usually offered every year. Last offered in the spring of 2002.

Mr. Hampton

MUS 15a Wind Ensemble

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Admission by the consent of the instructor based on an audition before the director of the orchestra. Two semester hours credit. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. May be undertaken as an extracurricular, noncredit activity.

The Wind Ensemble gives one to two concerts a semester. Members of the Wind Ensemble may be asked to play with the orchestra as needed for large-scale works. Usually offered every year. Will be offered in the fall of 2002.

Mr. Hampton

MUS 15b Wind Ensemble

Continuation of MUS 15a. See MUS 15a for special notes and course description. Usually offered every year. Last offered in the spring of 2002.

Mr. Hampton

MUS 32b Everybody Sings the Blues: A Jazz Survey
(formerly MUS 192b)

[ca]
This course may not be repeated for credit by students who have taken MUS 192b in previous years.

The history of jazz is examined by exploring the various incarnations of the blues idiom throughout jazz's history. Aural and written examinations in addition to a final paper will be required. Usually offered every year. Last offered in the spring of 2002.

Mr. Hampton

MUS 38a A History of Music in the United States

[ca]
Exploration of the tensions between folk, popular, and cultivated traditions. Course will focus on select repertoires, beginning with New England psalm singing from the 18th century and closing with musical theater, jazz, and art composers from the 1920s and 1930s. Usually offered every second year. Last offered in the fall of 2001.

Staff

MUS 42a The Music of Johann Sebastian Bach

[ca]
The originality and magnitude of Bach's achievement will be measured in reference to the musical and cultural traditions he inherited. Representative works for each genre will be discussed to uncover the elements of Bach's individual style and the nature of his genius. Usually offered every second year. Last offered in the spring of 2002.

Mr. Chafe

MUS 44a Mozart

[ca]
Examines the life and works of W.A. Mozart and traces his development as a composer from his tours of Europe as a child prodigy through his last works in Vienna. Various compositions will be studied, some in greater detail. Usually offered every fourth year. Will be offered in the fall of 2002.

Mr. McGrade

MUS 45a Beethoven

[ca]
A study of the most influential musician in the history of Western civilization. Although attention is given to his place in society, emphasis falls on an examination of representative works drawn from the symphonies, concertos, chamber music, and solo piano works. Usually offered every second year. Last offered in the fall of 2001.

Mr. Keiler

MUS 51b The Symphony
[ca]

Enrollment limited to 35.

The course's purpose is to examine a major genre of Western classical music—the symphony. By analyzing representative masterpieces, students will acquire an understanding of the development of musical style in the Classic, Romantic, and Modern periods. Usually offered every second year. Last offered in the spring of 2002.

Ms. Owens

MUS 53a Music for the Ballet
[ca]

Enrollment limited to 35.

Focuses on a series of masterpieces in the ballet repertoire from the romantic era to around 1970. Emphasizes ballet schools and styles, including the music of composers such as Tchaikovsky, Debussy, Stravinsky, Ravel, Prokofiev, Copland, Chopin, and Schumann, and choreographers such as Bournonville, Petipa, Ivanov, Nijinsky, Balanchine, and Graham. Usually offered every fourth year. Last offered in the fall of 1996.

Mr. Chafe

MUS 56b Romanticism and Music
[ca]

The expressive and stylistic dimensions of Romanticism as a musical movement in the 19th century. Topics include Wagnerian music drama, the relation of poetry to music in the works of Schumann, Berlioz, and Liszt, the roots of Romanticism in Beethoven's music as well as its aftermath and flowering in the 20th century. Usually offered every fourth year. Last offered in the fall of 1997.

Mr. Keiler

MUS 57a Music and Culture: From Romanticism to the Modern Era
[ca]

Beginning with a consideration of the meaning of Romanticism and its manifestation in the styles of several major composers, the course will center on the various composers and aesthetic movements of the period before World War I. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Chafe

MUS 58b Construction of Gender in Opera
[ca]

Enrollment limited to 20.

We consider the construction of gender in a representative selection of operas from the 17th century to the present. Drawing on the new methodologies of feminist musicology, we explore the representations of men and women and their roles in society. Usually offered every second year. Last offered in the spring of 2001.

Ms. Owens

MUS 65a Music, the Arts, and Ideas in Fin-de-Siècle Vienna

[ca]

Enrollment limited to 20.

An exploration of the shift from Romanticism to Modernism in the culture of fin-de-siècle Vienna. Particular attention given to developments in music (Mahler, Schoenberg, Berg), art (Klimt, Schiele, Kokoschka), literature (Kraus, Schnitzler), and the accompanying social and political conditions (rising anti-Semitism). Special one-time offering. Will be offered in the spring of 2003.

Ms. Stokes

MUS 97a Independent Projects

Signature of the instructor required. This course yields half-course credit and is normally open only to music majors in their junior and senior years. May be taken twice for credit if no undue duplication of content is involved.

Reserved for projects such as directed readings, preparation of a work for performance, or internships that do not require written work (papers or compositions). Usually offered every year.

Staff

MUS 97b Independent Projects

Signature of the instructor required. This course yields half-course credit and is normally open only to music majors in their junior and senior years. May be taken twice for credit if no undue duplication of content is involved.

Reserved for projects such as directed readings, preparation of a work for performance, or internships that do not require written work (papers or compositions). Usually offered every year.

Staff

MUS 98a Directed Independent Study

Signature of the instructor required. Open to qualified undergraduates.

One-semester course with one semester credit. Requires written work such as a historical or analytical essay, preparation of a critical edition, or the creation of an original musical composition. Usually offered every year.

Staff

MUS 98b Directed Independent Study

Signature of the instructor required. Open to qualified undergraduates.

One-semester course with one semester credit. Requires written work such as a historical or analytical essay, preparation of a critical edition, or the creation of an original musical composition. Usually offered every year.

Staff

MUS 99d Senior Project

Signature of the instructor required.

A full-year course with two semester course credits. Open to seniors with a grade point average in music of 3.00 or above. Admission by petition. May involve a thesis, musical performance, or composition. In all cases, it must produce written work. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

Except in the rarest circumstances, graduate credit is not allowed for courses numbered below MUS 185.

MUS 101a Theory and Musicianship I:

Part 1

[ca]

Admission by placement exam to be given during the first day of instruction.

Corequisite: MUS 102a. Signature of the instructor required.

A first course for students who already read music, but wish to develop a deeper involvement. Students investigate how music "works" by composing exercises based on examples of tonal music and literature that students are practicing for performance. Focuses on elementary harmony and voice-leading, counterpoint, analysis, and model composition. In the required one-hour lab (MUS 102a) students practice sight-singing and dictation, skills essential to music literacy. Usually offered every year. Will be offered in the fall of 2002.

Mr. Rakowski

MUS 101b Theory and Musicianship I: Part 2

[ca]

Prerequisite: MUS 101a. Corequisite: MUS 102b. Signature of the instructor required.

The second semester introduces broad concepts of theory and begins the process of learning to write and analyze music. By the end of the year students will gain experience in counterpoint, harmony, and formal analysis. Throughout the year the relationship of repertoire and theory is stressed. The ear-training and keyboard lab meets separately. Usually offered every year. Last offered in the spring of 2002.

Mr. Rakowski

MUS 102a Theory and Musicianship Lab I:

Part 1

Corequisite: MUS 101a. Enrollment limited to 10.

Designed to help students develop essential music literary skills. Beginning sight-singing, simple melodic and harmonic dictation rhythmic studies. Materials drawn from the corequisite lecture course. Keyboard harmony. Usually offered every year. Will be offered in the fall of 2002.

Staff

MUS 102b Theory and Musicianship Lab I:

Part 2

Corequisite: MUS 101b. Enrollment limited to 10.

See MUS 102a for course description. Usually offered every year. Last offered in the spring of 2002.

Staff

MUS 103a Theory and Musicianship II: Part 1

[ca]

Prerequisite: MUS 101a,b and 102a,b. Corequisite: MUS 104a. Enrollment limited to 20.

This course builds on MUS 101. New topics include chromatic harmony and an introduction to 20th-century techniques. More extended tonal composition. Usually offered every year. Will be offered in the fall of 2002.

Mr. Chasalow

MUS 103b Theory and Musicianship II: Part 2

[ca]

Prerequisite: MUS 103b. Corequisite: MUS 104b. Enrollment limited to 20.

A continuation of MUS 103a. Usually offered every year. Last offered in the spring of 2002.

Mr. Chasalow

MUS 104a Theory and Musicianship Lab II:

Part 1

Prerequisite: MUS 101a,b and 103a,b. Corequisite: MUS 103a. Enrollment limited to 10.

A continuation of MUS 102. More advanced exercises in sight-singing and dictation. Keyboard harmony. Usually offered every year. Will be offered in the fall of 2002.

Mr. Chasalow

MUS 104b Theory and Musicianship Lab II:

Part 2

Prerequisite: MUS 104a. Corequisite: MUS 103b. Enrollment limited to 10.

A continuation of MUS 104a. Usually offered every year. Last offered in the spring of 2002.

Mr. Chasalow

MUS 105a Advanced Harmony and Counterpoint: Part 1

[ca]

Prerequisite: MUS 104b or permission of the instructor. Enrollment limited to 15.

Advanced harmony and counterpoint. Tonal forms. Analysis. Offered on request.

Mr. Wyner

MUS 105b Advanced Harmony and Counterpoint: Part 2

[ca]

Prerequisite: MUS 105a or permission of the instructor.

A continuation of MUS 105a. Offered on request.

Mr. Wyner

MUS 106a Undergraduate Composition

[ca]

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Students are introduced to a variety of compositional issues by writing five or six short pieces and one longer project.

Concurrently, pertinent examples from the 20th-century classical repertoire will be discussed. Usually offered every second year. Last offered in the spring of 2002.

Mr. Rakowski

MUS 107a Introduction to Electro-Acoustic Music

[ca]

Prerequisite: Any music course or permission of the instructor. Signature of the instructor required.

A course designed to give students basic studio skills and a context for listening to and working in electronic music. Topics include basic acoustics, sound design, digital and analog recording techniques, and assignments on the pioneers and current practitioners of electro-acoustic music. Hands-on experience in the use of MIDI-controlled synthesizers, samplers, and production equipment. Individual studio projects based on individual studio time. Usually offered every year. Will be offered in the fall of 2002.

Mr. Chasalow

MUS 110b The Authenticity Question: Applying Historical Performance Practices

[ca]

Prerequisite: MUS 5b or 101b. Signature of the instructor required. A library intensive course.

Explores the implications of historically informed performance in Western music of the 16th and 17th centuries. Through study of early instrumental and vocal pedagogy, period instruments, ensembles and editions, students will discover how historical context influences our perception of music. Course will include field trips to historical instrument workshops. Usually offered every second year. Last offered in the spring of 2001.

Ms. Mead

MUS 111a Private Instruction for Instrumentalists

Offered exclusively on a credit/no credit basis and yields half-course credit. Signature of the instructor required. Admission by the consent of the instructor based on an audition. Students registering for 111a must also register for a departmental Ensemble (10a,b-15a,b, or 116a,b); 111a may NOT be taken alone. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. One credit may be applied toward the major and minor in music. Studio fee: No fee for majors or Artist's diploma students; approximately \$500 for non-majors. Limited financial aid available.

Instrumentalists will take 10, one-hour, private lessons per semester in the field of early music, jazz, or classical music while participating in a departmental ensemble on that instrument. Usually offered every year.

Ms. Ray

MUS 111b Private Instruction for Instrumentalists

Continuation of MUS 111a. See MUS 111a for special notes and course description. Usually offered every year.

Ms. Ray

MUS 112a Private Lessons: Voice

Offered exclusively on a credit/no credit basis and yields half-course credit. Signature of the instructor required. Admission by the consent of the instructor based on an audition. Students registering for 112a,b must also register for 11a,b, 12a,b, or by special arrangement 10a,b; 112a may NOT be taken alone. A maximum of four course credits will be allowed for all enrollments in Ensemble (10a,b-15a,b) alone or Lessons and Ensemble together. One credit may be applied toward the major and minor in music. Studio fee: No fee for majors or Artist's diploma students; approximately \$500 for non-majors. Limited financial aid available.

Voice students will take 10, one-hour, private lessons per semester. Fundamental skills of breathing, resonating, and relaxing will be taught along with repertory appropriate to the individual student. A 10-minute jury is required in second semester. Usually offered every year.

Mr. Oleson

MUS 112b Private Lessons: Voice

Continuation of MUS 112a. See MUS 112a for special notes and course description. Usually offered every year.

Mr. Oleson

MUS 113a Introduction to Conducting

[ca]

Prerequisite: MUS 103a,b; 104a,b; and proficiency on an instrument or as a singer. Corequisite: Participation in departmental ensemble. Signature of the instructor required.

A minimum of five students is necessary. Score reading, score study and analysis, conducting technique, and conducting in class make up the curriculum of this course. Usually offered every third year. Last offered in the fall of 1999.

Mr. Oleson

MUS 114a Performance and Analysis

[ca]

Admission by the consent of the instructor based on an audition tape. Preference given to formed groups. Signature of the instructor required.

Explores the connection between analyzing a composition and performing it. Does analysis reveal significant aspects of the music which can inflect, clarify, pace, and color the performance? This course is open to competent performers by audition only. Usually offered every second year. Last offered in the spring of 2002.

Mr. Wyner

MUS 116a Chamber Music: Performance and Analysis from the Player's Perspective

Offered exclusively on a credit/no credit basis. Signature of the instructor required. Admission by the consent of the instructor based on an audition before the Lydian String Quartet. This course yields half-course credit. May be repeated for credit. May be undertaken as an extracurricular, noncredit activity.

Applies theoretical knowledge to music-making through study and performance of chamber music in masterclass setting. Examines how performance practice, basic structural analysis and historical context affect interpretation. Individual and ensemble preparation required. Additional ensemble coaching assigned throughout the course. Usually offered every year.

Ms. Eissenberg

MUS 116b Chamber Music: Performance and Analysis from the Player's Perspective

Continuation of MUS 116a. See MUS 116a for special notes and course description. Usually offered every year.

Ms. Eissenberg

MUS 117a Junior Recital I

Signature of the instructor required. For music majors accepted into the performance program only. Admission by the consent of the instructor based on an audition. Two semester hours credit. Students may not enroll in MUS 111a,b or MUS 112a,b for credit while enrolled in MUS 117a,b. Requires the preparation and performance of a full recital of significant, representative repertory appropriate to the instrument or voice of the student, including the selecting of repertory for a coherent program. Students are expected to demonstrate command of stylistic, technical, and expressive aspects of the chosen music. Private lessons in support of recital preparation are provided by department funds. Usually offered every year.

Ms. Ray

MUS 117b Junior Recital II

Continuation of MUS 117a. See MUS 117a for special notes and course description. Usually offered every year.

Ms. Ray

MUS 118a Senior Recital I

Signature of the instructor required. For music majors accepted into the performance program only. Admission by the consent of the instructor based on an audition. Two semester hours credit. Students may not enroll in MUS 111a,b or MUS 112a,b for credit while enrolled in MUS 118a,b.

Requires the preparation and performance of a full recital of significant, representative repertory appropriate to the instrument or voice of the student, including the selecting of repertory for a coherent program. Students are expected to demonstrate command of stylistic, technical, and expressive aspects of the chosen music. Private lessons in support of recital preparation are provided by department funds. Usually offered every year.

Ms. Ray

MUS 118b Senior Recital II

Continuation of MUS 118a. See MUS 118a for special notes and course description. Usually offered every year.

Ms. Ray

MUS 121a History of Music to 1700

[ca]

Prerequisites: MUS 101a and b.

A survey of music history from Gregorian chant and the origins of Western polyphony to the end of the 17th century, considering major styles, composers, genres, and techniques of musical composition from a historical and analytical perspective. Usually offered every second year. Last offered in the spring of 2002.

Mr. Chafe

MUS 122b History of Late Baroque, Classical, and Romantic Music

[ca]

Prerequisites: MUS 101a and b.

A survey of music from Vivaldi, Bach, and Handel through the end of the 19th century. Major styles, genres, and techniques of musical composition are discussed from a historical and analytic perspective, based on a study of representative works. Usually offered every second year. Last offered in the spring of 2001.

Mr. Keiler

MUS 123b History of Music since 1900

[ca]

Prerequisites: MUS 101a and b.

Surveys music history from 1900 to the present, considering major styles, genres, and techniques of musical composition from a historical and analytical perspective. Styles, techniques, and composers represented include impressionism, serialism, Debussy, Stravinsky, Schoenberg, Bartok, and Babbitt. Usually offered every second year. Last offered in the fall of 2001.

Staff

MUS 128b Musical Life in the Middle Ages and Renaissance

[ca]

Open to majors and non-majors, no musical background required. Enrollment limited to 15. A library intensive course.

An interdisciplinary exploration of musical culture from Georgian Chant to the birth of opera (c800-c1600). Topics will include music and courtly love, musical iconography, the emergence of music notation, and the development of music printing, ecclesiastical and worldly patronage, and the relationship between words and music. The course will be taught using primary sources and deluxe facsimiles in the Brandeis Library Department of Special Collections. Usually offered every fourth year. Will be offered in the spring of 2003.

Mr. McGrade

MUS 140a Opera

[ca]

Prerequisite: one year of music theory.

Enrollment limited to 35.

Surveys the history of opera from its emergence around 1600 to the present day. In addition to tracing musical changes, we also consider the social, cultural, and intellectual trends that influenced (and were shaped by) these changes. Usually offered every second year. Last offered in the fall of 2001.

Mr. McGrade

MUS 150a Women and Music, Past and Present: Style, Identity, Culture

[ca]

Enrollment limited to 30.

This course will focus on interaction between gender and culture in shaping music and musical life. Topics will be drawn from the following: spirituality (medieval chant, American gospel); sexuality (opera, African-American blues, rap); politics (female orchestras and bands, the "woman-composer"); and women and pop music. Usually offered every fourth year. Last offered in the spring of 1999.

Staff

MUS 182b Advanced Music Seminar

[ca]

Prerequisites: MUS 101b and MUS 102b.

Signature of the instructor required. Primarily intended for music majors and minors in the junior or senior year.

Historical and/or analytical and interpretive approaches to the study of selected musical masterworks. Typical topics: the Brahms string quartets; the operas of Verdi and Wagner; Bach cantatas; the 19th-century German lied; Haydn symphonies, Stravinsky ballets, Schoenberg operas. Usually offered every second year. Last offered in the spring of 2002.

Staff

MUS 190a Jazz Composition

[ca]

Prerequisites: MUS 101b and 102b or permission of the instructor.

Covers composing and arranging for a small jazz group. Starting with basic melodic construction, students work through harmonizing a single melody and writing parts for up to three horns and rhythm section (complete with all the necessary transpositions) using introductions, interludes, and endings. There will be a concert at the end of the semester. Some very basic keyboard proficiency is essential, as well as a good command of notation and the ability to read treble and bass clef. Students are expected to be able to play their own chord progressions on the piano. Usually offered every second year. Last offered in the fall of 2000.

Mr. Nieske

MUS 191a Introduction to Jazz Improvisation

[ca]

Prerequisite: Ability to read music and facility on an instrument. Signature of the instructor required.

This course explores some of the tools improvisers use to develop their craft: melody, harmony, rhythm, articulation, listening, and phrasing. This is approached through a series of exercises along with the playing and analysis of standard jazz tunes and the composing of solos over standard chord changes. Usually offered every second year. Last offered in the fall of 2001.

Mr. Nieske

MUS 199a Chamber Music Workshop

[ca]

Prerequisite: Audition tape. Preference given to preformed groups. Signature of the instructor required.

An intensive workshop for preprofessional and adult amateur musicians. Daily rehearsals, master classes, and lecture demonstrations. Student concerts on the weekends. Usually offered every summer.

Lydian String Quartet

(200 and above) Primarily for Graduate Students**MUS 200b Proseminar in Medieval Music**

Broad coverage of the principal topics and research techniques of medieval music; structure of the liturgy, chant notation, oral transmission theory, tropes and sequences, polyphonic notation, and rhythmic modes. Introduction to standard bibliographic tools including editions, facsimiles, microfilms, liturgical books, and reference books. Usually offered every third year. Last offered in the fall of 1997.

Staff

MUS 201a Proseminar in Music of the Renaissance

An introduction to the fundamentals of Renaissance musical language. Investigation of selected topics in Renaissance musicology, such as editorial methods, archival research, printed and manuscript sources, historiography, and analytical approaches to Renaissance music. Usually offered every second year. Last offered in the spring of 2002.

Ms. Owens

MUS 202a From Source to Sound: Interpretation of Early Notation

An introduction to Western notation from the 10th through the 16th century. Students develop their understanding of scribal practices in relation to musical style through weekly transcription exercises, with special attention to editorial practices concerning *musica ficta* and text underlay. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Rice

MUS 204b Proseminar in Music of the Eighteenth Century

In addition to tracing the evolution of the principal genres (e.g., sonata, symphony, string quartet, opera buffa, opera seria), the course assesses the historical position of the major figures from Bach and Handel to Mozart and Haydn. Particular emphasis is placed on understanding the phenomenon of the "style shift" from baroque to classical style. Usually offered every fourth year. Will be offered in the spring of 2003.
Mr. Marshall

MUS 205a Proseminar in Music of the Nineteenth Century

A broad study of the principal stylistic developments and musical genres of the 19th century. Topics include significance of Beethoven on the musical thinking of the 19th century, the rise of national schools of composition, especially opera, and program music and its aesthetic and compositional bases. Usually offered every third year. Will be offered in the fall of 2002.
Mr. Keiler

MUS 207a Seminar: Music and Meaning

The problem of meaning has reemerged as a central concern in musicology. Contemporary approaches to musical meaning in which interdisciplinary connections are emphasized will be considered. Possible topics of study include narratology, hermeneutics, gender studies, psychoanalytic approaches to biography and musical content, and the work of Peter Kivy. Changes in attitudes toward musical meanings that have occurred in the 19th and 20th centuries will also be explored. Usually offered every second year. Last offered in the spring of 2001.
Mr. Keiler

MUS 209a Seminar in Psychoanalysis and Biography: The Psychoanalytic Study of the Artist

The foundations of psychoanalytic theory in its contribution to the understanding of the artist. Topics include the relation of the artist to his work as seen from the perspective of psychoanalysis and creativity and the creative process. In addition to the pioneering work of Freud, Rank, and Kris, more contemporary issues in psychoanalytic theory, for example, ego psychology, are explored. The possible directions of applied psychoanalysis for musicology are considered. Usually offered every fourth year. Last offered in the spring of 1999.
Mr. Keiler

MUS 211a Artist Diploma Recital (Private Instruction)

Open only to Artist's diploma students. Yields half-course credit. Admission by the consent of the instructor based on an audition.
Requires the preparation and performance of one full recital per semester consisting of a coherent program made up of significant, representative repertoire appropriate to the instrument. Students are expected to

demonstrate command of stylistic, technical, and expressive aspects of the chosen music. Students take 13, one-hour, private lessons per semester. Usually offered every semester.
Ms. Rider

MUS 211b Artist Diploma Recital (Private Instruction)

Continuation of MUS 211a. See MUS 211a for special notes and course description. Usually offered every semester.
Ms. Rider

MUS 212a Seminar: Analyzing Early Music (1300-1600)

An investigation of analytic approaches to pre-tonal music, including such issues as text-music relations, tonal structures, compositional planning, use of pre-existing material. Usually offered every fourth year. Last offered in the fall of 1996.
Ms. Owens

MUS 213b Seminar in Music of the Renaissance

An investigation of a selected topic in Renaissance music. Usually offered every second year. Last offered in the spring of 2001.
Ms. Owens

MUS 214b Seminar: Baroque Topics

An in-depth investigation of one selected topic in baroque music. Topics include the Monteverdi madrigals, 17th-century instrumental music, and the Bach Passions. The methodology employed varies according to the subject; emphasis is given to more recent research in most cases. Usually offered every fourth year. Last offered in the spring of 1996.
Mr. Chafe

MUS 215b Seminar: The Bach Sources

Investigation of problems raised or illuminated by the early and original sources of the music of J.S. Bach. Typical issues involve the chronology, authenticity, versions, and compositional origins of particular works, the implications of Bach's notational habits for editorial methods, and policy and for historical performance practice. Usually offered every third year. Last offered in the spring of 1999.
Mr. Marshall

MUS 216a Seminar: Topics in Bach Interpretation

The interpretation of the music of J.S. Bach. Selected topics may include the Bach Passions, Bach's early cantatas, the Leipzig cantata cycles, Bach's instrumental cycles. Usually offered every third year. Last offered in the spring of 2002.
Mr. Chafe

MUS 218b Seminar in the Music of the Nineteenth Century

A detailed exploration of one historical, analytical, or stylistic issue of current significance to 19th-century musicology. Topics included the two versions of Verdi's *Simon Boccanegra* and cyclic organization in the song cycles of Robert Schumann. Usually offered every fourth year. Last offered in the fall of 1999.
Mr. Keiler

MUS 219a Seminar: Wagner

This seminar will study one of Wagner's major works in depth and from a variety of approaches: analytical questions, the sketches and drafts; Wagner's writings. Special emphasis will be given to Wagner's Schopenhauerian aesthetics. Usually offered every second year. Last offered in the fall of 2001.
Mr. Chafe

MUS 220a Seminar: The German Post-Romantic Period

This course will study topics drawn from the period between 1860 and 1914. Topics may include Mahler's songs and symphonies, the aesthetics of late 19th-century music, the post-Romantic Lied with particular emphasis on Hugo Wolf. Usually offered every second year. Last offered in the fall of 2000.
Mr. Chafe

MUS 221a Proseminar in Schenkerian Analysis

The systematic study of the approach to music analysis developed by Heinrich Schenker. The basic concepts of diminution, voice leading, prolongation, and structural level are studied and their significance is applied to smaller examples as well as the principal longer forms of tonal music. The student gradually masters all of the notational techniques of linear analysis as they are applied to the tonal repertoire. Usually offered every second year. Last offered in the spring of 2002.
Mr. Keiler

MUS 222a Singing Bodies in Early Modern Europe

Considers constructions of song, body, and gender in early modern Europe, while encouraging interdisciplinary dialogue about the place of women. Develops a feminist paradigm for studying music that takes account of the historical difference of the Renaissance and the linguistic difference of song. Last offered in the fall of 1998.
Ms. Gordon

MUS 225a Seminar: Topics in the History of Theory to 1700

An investigation of topics in music theory (including the tonal system, solmization, modality, counterpoint, composition, *musica ficta*, notation) based on a close reading of theoretical treatises.
Ms. Owens

MUS 226a History and Literature of Western Music Theory: Baroque to 1850
Usually offered every fourth year. Last offered in the spring of 1997.
Mr. Keiler

MUS 226b History and Literature of Western Music Theory: 1850 to the Present
Usually offered every third year. Last offered in the fall of 1998.
Mr. Keiler

MUS 227a Proseminar in Theory and Composition
Technical projects in theory and composition; baroque counterpoint; canon, fugue, and chorale prelude. Usually offered every year.
Staff

MUS 227b Proseminar in Theory and Composition
Composition in classical forms with particular emphasis on sonata form. Usually offered every year.
Staff

MUS 230a Electro-Acoustic Music Composition
Composing for electronic media. Advanced topics in software synthesis, sound design, studio production. Usually offered every second year. Last offered in the spring of 2001.
Mr. Chasalow

MUS 233a Analysis of Tonal Music
Detailed examination of a few complete works of the tonal repertory (from Bach to Brahms). Usually offered every second year.
Staff

MUS 233b Analysis of Extended Tonal Music
Works in this course are selected from the late 19th and 20th centuries. Composers such as Wagner, Wolf, Debussy, early Schoenberg, Bartok, and Stravinsky. Usually offered every second year. Last offered in the spring of 2001.
Staff

MUS 234a Topics in Analysis of Early Twentieth-Century Music
Detailed examination of selected works composed between 1908 and 1951. Usually offered every second year. Last offered in the spring of 2001.
Staff

MUS 234b Topics in Analysis of Contemporary Music
Detailed examination of selected works since 1951. Usually offered every second year. Will be offered in the spring of 2002.
Staff

MUS 235a Topics in Twentieth-Century Music
Required of all composers and musicologists
Studies in 20th-century music and the revolution in sensibility at the end of the 19th century. Close reading of texts by Stravinsky, Bartok, and the Viennese School; also discusses European and American music since World War II. Usually offered every year.
Messrs. Boykan and Chafe

MUS 292a and b Seminar in Composition
Group meetings and individual conferences. Opportunities for the performance of student works is provided. Usually offered every year. Specific sections for individual faculty members as requested.
Staff

MUS 299a Individual Research and Advanced Work
Usually offered every year.
Staff

MUS 299b Individual Research and Advanced Work
Usually offered every year.
Staff

MUS 401d Dissertation Research
Specific sections for individual faculty members as requested. Required of all doctoral candidates.
Staff

Electronic Music Studios
Two studios with facilities for the composition of electronic music are available to qualified student composers.
Director: Mr. Chasalow

Cross-Listed Courses

ANTH 62a
Non-Western Musical Traditions

The Philip W. Lown School of Near Eastern and Judaic Studies

The Lown School is the center for all programs of teaching and research in the areas of Judaic studies, Ancient Near Eastern studies, Islamic and Modern Middle Eastern studies, and Jewish communal studies. The school includes the Department of Near Eastern and Judaic Studies, the Hornstein Program for Jewish Communal Service, and the Cohen Center for Modern Jewish Studies. Also housed in the Lown School is the National Center for Jewish Film (NCJF), the premier archive and circulating library of Judaic film and video in the Diaspora. The NCJF collection is a valuable resource for the study and documentation of Jewish history, art, and culture.

The microfilm collection of the Jacob Rader Marcus Center of the American Jewish Archives at Brandeis University, housed in the University's library, includes a vast array of primary sources bearing on American Jewish life, and supports the NEJS department's American Jewish history program. For detailed descriptions of the individual centers and institutes associated with the Lown School, please see under the heading "Research Centers and Institutes" elsewhere in this *Bulletin*.

Department of

Near Eastern and Judaic Studies

Courses of Study:
Minor
Major (B.A.)
Combined B.A./M.A.
Master of Arts
Doctor of Philosophy

Objectives

The Department of Near Eastern and Judaic Studies bears a proud tradition of scholarly excellence in both of the fields it embraces: the history, languages, and cultures of the Ancient Near East and the Modern Middle East, and the study of the Jewish people, including its history, religion, literature, and place in civilization.

Undergraduate Major

Undergraduate students are welcome to study in the department as majors, as minors, or simply to take individual courses. Majors find that their NEJS background serves them well in preparation for a great variety of graduate and professional careers. Past majors have gone on to academic or diplomatic/professional careers related to the Ancient Near East, the Modern Middle East, Judaica, the rabbinate, Jewish education, and other professions in the Jewish community.

The undergraduate major in Near Eastern and Judaic Studies, divided into two parallel tracks (see below), is designed to combine a broad education in the various disciplines and periods that constitute this field, with a degree of specialization in one specific area. It is the intent of the major also to introduce students to the critical study of Near Eastern and Judaic sources, classical and modern, within the academic context. Majors are strongly encouraged to diversify their courses within the department and to consider related courses in other departments in order to acquaint themselves with the different disciplines and approaches that Near Eastern and Judaic Studies embraces.

(For the major in Islamic and Middle Eastern studies please see under that heading in this *Bulletin*.)

Graduate Program in Near Eastern and Judaic Studies

The graduate program in Near Eastern and Judaic Studies, leading to the Doctor of Philosophy degree, is designed to train scholars and teachers in various areas of Near Eastern and Judaic Studies. A joint Ph.D. program is also offered in Near Eastern and Judaic Studies and sociology. On the M.A. level, the department offers general and specialized programs. Also, a five-year B.A./M.A. program is available to undergraduate majors in the department. A two-year joint M.A. program is offered in Near Eastern and Judaic Studies and

sociology, and Near Eastern and Judaic studies and women's studies. In addition, a three-year joint degree program leading to the M.A. in Jewish communal service and M.A. in Near Eastern and Judaic Studies is available to students of the Hornstein Program. The Benjamin S. Hornstein Program in Jewish Communal Service also offers Near Eastern and Judaic Studies Ph.D. students who have completed their residence and at least one comprehensive examination the opportunity to apply for a one-year Certificate in Jewish Education.

How to Become an Undergraduate Major

Students who wish to concentrate in Near Eastern and Judaic Studies meet with the undergraduate advising head and are assigned a faculty advisor in accordance with their individual areas of interest. Together with their advisor, they develop a plan of study designed to fulfill the requirements of the major and to meet their personal interests and needs. With the approval of the department, a limited amount of credit may be awarded for appropriate courses taken at other universities. For further details, please see below.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this program.

Program of Study

Among the main fields in the area of Near Eastern and Judaic Studies in which courses are being given in the Graduate School are Bible and ancient Near Eastern studies, Jewish history, Jewish philosophy and thought, the modern Middle East, and contemporary Jewish studies. The program regularly offers additional courses in related fields. In exceptional situations, the department will accept students whose main area of interest is not outlined above. In such cases, the requirements for the student's program will be worked out in writing during his/her first year of graduate study. Where the proposed program is similar to one of the programs listed above, the student's advisor, faculty in related areas, the graduate chair, and the department chair must approve of the program. In other cases the entire departmental faculty needs to approve of the proposed program.

Faculty
Marc Brettler, Chair

The Bible and its interpretation.

Tzvi Abusch

Languages and cultures of Ancient Mesopotamia. Ancient Near Eastern religions.

Kecia Ali

Islam.

Bracha Azoulay

Hebrew language.

Arnold Band

Hebrew literature.

Bernadette Brooten

Christian studies.

Jonathan Decter

Sephardic studies.

Sylvia Fishman

Contemporary Jewry and American Jewish sociology.

ChaeRan Freeze, Undergraduate Advising Head

East European Jewish history.

Arthur Green

Jewish thought.

Sara Hascal

Hebrew language.

Ellen Kellman

Yiddish.

Reuven Kimelman

Talmud. Midrash. Liturgy.

Rena Lavi

Hebrew language.

Avigdor Levy

Middle Eastern studies.

Moshe Ma'oz

The Modern Middle East.

Kanan Makiya

Middle Eastern studies.

Yitzhak Nakash

Middle Eastern studies.

Sharon Feiman-Nemser

Jewish education.

Bruria Nevo-Hacohen

Hebrew language.

Antony Polonsky, M.A. Advisor

East European Jewish history. Holocaust studies.

Bonit Porath

Hebrew language.

Benjamin Ravid

Medieval and early modern Jewish history.

Jehuda Reinharz

Modern Jewish history.

Vardit Ringvald, Director, Hebrew, Arabic, and Asian Languages

Hebrew language.

Franck Salameh

Arabic language.

Jonathan Sarna

American Jewish history.

Sarah Sheckman

The Hebrew Bible.

Eugene Sheppard

Modern Jewish history and thought.

Esther Shorr

Hebrew language.

Ilan Troen

Israel studies.

David Wright, Graduate Advising Head

Biblical studies. Languages and literatures of the Ancient Near East.

Shining Zou

Chinese language.

The following members of other departments are affiliated with the Department of Near Eastern and Judaic Studies:

Joyce Antler (AMST), Alan Avery-Peck (Department of Religious Studies, College of the Holy Cross), Gerald Bernstein (FA), Eugene Black (HIST), Jacob Cohen (AMST), Gordon Fellman (SOC), Gregory Freeze (HIST), Sherry Israel (JCS), Patricia Johnston (CLAS), Susan Kahn (HIRJW), Edward Kaplan (ROCL), Ann Koloski-Ostrow (CLAS), Wellington Nyangoni (AAAS), Joseph Reimer (JCS), Shulamit Reinharz (SOC), Sharon Rivo (National Center for Jewish History), Carl Sheingold (JCS), Susan Shevitz (JCS), Lawrence Sternberg (JCS), Stephen Whitfield (AMST).

Requirements for the Undergraduate Major

The department offers two parallel tracks for the major as follows:

1. Judaic Studies
2. Bible and Ancient Near Eastern Studies

Judaic Studies Track

A. Students must complete NEJS 1a (Foundational Course in Judaic Studies) as early as possible in the major. This course is usually offered every year.

B. Students must complete at least seven other courses in Near Eastern and Judaic Studies, at least three of which must be taught by members of the NEJS faculty. *Up to four may be cross-listed courses or courses taken at other universities. Courses used to fulfill the Hebrew requirement (D below) do not count toward the fulfillment of this requirement.*

C. Students must complete at least one of their seven courses in each of the following three chronological periods: 1. Biblical and Ancient Near Eastern Studies, 2. Early Post-Biblical Judaism, Early Christianity, Rabbinic, and Medieval Jewish Studies, 3. Modern and Contemporary Jewish Studies (including Yiddish).

D. In addition students must complete the following three Hebrew language requirements: (1) Any fourth semester Hebrew course except HBRW 41a (formerly HBRW 42a). Exemptions will be granted only to those students who place out on the basis of the Hebrew placement test administered by the Hebrew program at Brandeis. (2) One course in classical Hebrew from among the following: HBRW 122a (formerly HBRW 101a), HBRW 122b (formerly HBRW 101b), NEJS 53b, 72a, 110b, 114a, 114b, 115a, 117b, 118b, 120b, 122b, 123b, 125b, 126b, 131b. (3) One course in modern Hebrew literature from among the following: HBRW 123a (formerly 110a), 123b (formerly 110b), 143a (formerly 111a), 143b (formerly 111b), 144a (formerly 109a), 146a (formerly 107a), 164b (formerly HBRW 104b), 166b (formerly 107b), 167b (formerly 108b), NEJS 139b, 178a, 180b. *In no case may courses used to fulfill the Hebrew requirement count toward fulfillment of any other departmental requirement.*

Bible and Ancient Near Eastern Studies Track

A. Students must complete NEJS 1b (The Bible and the Ancient Near East) as early as possible in the major.

B. Students must complete at least seven other courses in Bible and Ancient Near Eastern Studies, at least four of which must be taught by members of the NEJS faculty. Up to three courses may be taken in other departments at Brandeis or at other universities. Courses used to fulfill the language requirement (E below) do not count toward the fulfillment of this requirement.

C. Students must select one of the following areas as their area of specialization, and in it complete at least three courses of the above-mentioned seven courses:

1. The Hebrew Bible/Ancient Israel
2. Mesopotamia [The civilization of Sumer, Babylon, and Assyria]
3. Northwest Semitic Cultures
4. Second Temple Judaism and Early Christianity

A list of courses in each area may be found in the departmental office.

D. As part of the seven courses, students must complete at least one course in each of the following areas: (1) the Hebrew Bible/Ancient Israel; (2) Mesopotamia; (3) Christianity or Judaism in late antiquity; (4) an area outside of NEJS that broadens the contextual or methodological horizons of Near Eastern study (e.g., in classics, linguistics, anthropology, or literary theory), to be determined in consultation with the student's advisor.

E. Students must study two languages of the ancient world, such as Akkadian, Aramaic, Greek, biblical Hebrew, Hittite, Ugaritic, or another approved ancient language. One language, generally Akkadian or Hebrew, must be studied to the fourth semester level, and another to the second semester level. In no case may courses used to fulfill this language requirement count toward the fulfillment of any other departmental requirement. Students who choose biblical Hebrew as the main language, after taking (or testing out of) first year modern Hebrew, must take a course in biblical grammar and a biblical text course. Grammar courses include NEJS 72a and Hebrew 122a [formerly 101a] and 122b [formerly 101b]. [NEJS 72a may be taken as a third semester course.]

Honors

Satisfactory completion of NEJS 99d [Senior Research] is required of candidates for degrees with honors. Students proposing to seek honors should petition the department no later than September of their senior year.

Combined B.A./M.A. Program

Qualified Brandeis University seniors are invited to apply for admission to the department's five-year program leading to a master's degree in the fifth year. To qualify for admission to the program, students must have spent at least two years in residence at Brandeis, and must complete all B.A. requirements, including NEJS major requirements, by the end of their fourth year. Students accepted into the program may apply toward the master's degree up to seven NEJS courses (or approved cross-listed courses) numbered 100 or above in which they have received at least the grade of B-. During their fifth year, which must be spent in residence, students must complete seven additional courses with a grade of at least B-, of which four must be in Near Eastern and Judaic Studies, as well as their qualifying examination. Fulfillment of the departmental B.A. language requirement constitutes fulfillment of the B.A./M.A. language requirement. Students must obtain prior approval from the M.A. advisor before taking courses outside of Near Eastern and Judaic Studies. An undergraduate honors thesis will not be accepted as a master's thesis.

Evaluation of Transfer Credits

A. By departmental rule a maximum of four semester course credits for courses taken at other universities may be accepted toward the departmental major requirements. Each course transferred from another university must have the approval of the department in order to be acceptable for credit toward the major requirements. This rule applies to courses completed at any other institution, whether in the United States or abroad.

B. No more than two courses taken at special programs for overseas students may be applied. Students are encouraged to seek advanced approval from the department's undergraduate advising head for all courses intended for transfer credit.

C. Credit is not granted for Ulpan courses, but students may take the Hebrew Placement Test administered by the Hebrew program at Brandeis.

D. Students may be offered advanced standing on the basis of studies completed elsewhere. Students with the appropriate background and ability, for example, may place out of Hebrew language requirement. However, those who wish to move into the advanced text courses, still need to take the Hebrew placement exam. In addition, students entering Brandeis for the first time, who are non-native speakers of Hebrew, who have studied at *yeshivot* or comparable institutions, or in other non-college-level programs, and who have demonstrated advanced knowledge in the regular Brandeis Hebrew Placement Exam will be granted the opportunity to take an additional advanced placement exam for credit. Upon successful completion of that exam, a student will receive one course credit. This opportunity is available to students *only* at the time they first enter Brandeis. In addition, students who pass the Jerusalem Exam with a total of 91 or greater, and who pass the Brandeis University Hebrew Placement Exam, thereby gaining exemption from the Hebrew Language program will receive one course credit.

Requirements for the Minor in Near Eastern and Judaic Studies

The minor consists of a coherent set of five courses in Near Eastern and Judaic Studies, of which two may be cross-listed courses or courses taken at other universities.

A. At least one of the five courses must focus on the period *before* 1750, and one on the period *after* 1750.

Pre-1750: HUM 10a, IMES 104a, NEJS 1a, 1b, 53b, 72a, 102a, 104b, 105a, 105b, 106a, 106b, 108a, 108b, 110a, 111a, 112a, 113a, 113b, 114a, 114b, 115a, 115b, 116b, 117b, 118b, 119a, 120b, 122b, 123a, 123b, 124b, 125b, 126b, 127b, 128b, 129a, 130a, 131b, 132a, 133a, 140a, 140b, 142b, 147a, 148b, 150a, 152a, 153b, 154a, 154b, 155a, 155b, 156b, 158b, 192b.

Post-1750: REL 107a, NEJS 68b, 86b, 100a, 107b, 112b, 119b, 120a, 121a, 129b, 133a, 134b, 135b, 138b, 139b, 141b, 143b, 144a, 145b, 146b, 147b, 148a, 151a, 153a, 157a, 158a, 161a, 161b, 162a, 162b, 163a, 164b, 166a, 166b, 167a, 167b, 168a, 168b, 169a, 169b, 170a, 170b, 171b, 172a, 173a, 173b, 174a, 174b, 176a, 176b, 178a, 180b, 190b, 191b, 194b, 196a, 197a, 197b.

B. No more than two of the following semester courses may be applied toward the minor: YDSH 10a [Beginning Yiddish], YDSH 20b [Continuing Yiddish], ARBC 10a [Beginning Literary Arabic], and ARBC 20b [Continuing Literary Arabic].

C. Students are required to declare the minor in NEJS no later than the beginning of the senior year. Each student declaring a minor will be assigned a departmental advisor after conferring with the undergraduate advising head.

D. By departmental rule, a maximum of two semester course credits for courses taken at other universities may be accepted toward the minor in NEJS. Each course transferred from another university must have the approval of the department in order to be acceptable for credit toward the minor requirements. This rule applies to courses completed at any other institution, whether in the United States or abroad. *Students are encouraged to seek advance approval from the department's undergraduate advisor for all courses intended for transfer credit.* For courses taken in Israeli universities, one Brandeis semester credit will be given for a three-hour-per-week one-semester course; a two-semester, two-hour-per-week course; or two, two-hour, one-semester courses. Credit is not granted for Ulpan courses, with the exception of Brandeis Hebrew courses at Ulpan Akiva, but students may take the Hebrew Placement Test administered by the Hebrew program at Brandeis.

Requirements for the Diploma in Jewish Studies

Residence Requirement

One year of full-time study, consisting of eight courses tailored to the needs of the student.

Comprehensive Examination

The student will be examined at the end of the year.

Requirements for the Degree of Master of Arts

Residence Requirement and Program of Study

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. At least eight of these required courses must be offered by members of the Near Eastern and Judaic Studies department. Students may not include courses taken to prepare for the M.A. language examination (HBRW 102 and below, or ARBC 40 and below) among these eight courses, but may include them among the required 14 courses. Students must obtain prior approval from the M.A. advisor before taking courses outside of Near Eastern and Judaic Studies. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses at a university abroad.

Advising

Students are assigned advisors from the Near Eastern and Judaic Studies department and from the Hornstein Program. Students must meet with their advisor(s) regularly, and before enrolling in courses, to ensure appropriate course coherency.

Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew or Arabic. Candidates may not apply toward their required courses any language courses taught outside of NEJS, without prior permission.

Comprehensive Examination

All candidates for the Master of Arts degree are required to pass a comprehensive examination.

Thesis

Students may petition to write, or in the field of modern Middle East, may be required to write, a thesis, which must be submitted no later than April 1 of the year in which the degree is to be conferred. A thesis is not required in other fields in the Department of Near Eastern and Judaic Studies.

Requirements for the Three-Year Joint Master's Program: Hornstein/NEJS

Residence Requirement and Program of Study

This degree is for students accepted into the Hornstein Program who seek a more intensive level of Judaic studies than is normally available in the two-year curriculum (especially for students specializing in Jewish education). Students who enroll in the three-year program devote most of their first year to general Judaic studies and must take at least one additional NEJS course in each of their remaining two years. These must be regular graduate (100- or 200-level) NEJS courses and HBRW courses, not courses primarily geared for Jewish communal service students, and only one of the courses may deal primarily with the contemporary period. NEJS and HBRW course selections must be approved by the NEJS faculty member overseeing this program.

In their first year, students must complete six NEJS courses and JCS 205a (Introduction to Jewish Communal Service). In their second year, students must complete one NEJS course and seven JCS courses and in the summer complete the Israel Seminar (JCS 350a) and individualized Judaica study in Israel (SSIP). In their third year, students must complete one NEJS course (which may be a reading course to prepare for the comprehensive exam) and six JCS courses. All candidates are required to demonstrate proficiency in biblical or modern Hebrew.

Advising

Students are assigned advisors from the Near Eastern and Judaic Studies department. Students must meet with their advisor(s) regularly, and before enrolling in courses, to ensure appropriate course coherency.

Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew.

Requirements for the Joint Degree of Master of Arts in Near Eastern and Judaic Studies and Sociology

Residence Requirement and Program of Study

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses at a university abroad.

Students will normally take seven courses each year (14 courses in total). Six of these courses must be offered by or cross-listed with the sociology department, and must include two graduate-level courses: one in methods and one in theory. The remaining eight courses must be offered by or cross-listed with the Near Eastern and Judaic Studies department, and at least six of these courses must be offered by NEJS faculty. Students may not include among these courses any courses taken to prepare for the M.A. language examination.

Advising

Students are assigned advisors from the sociology department and from the Near Eastern and Judaic Studies department. Both advisors will work with the student to ensure appropriate course coherency. An interdepartmental meeting involving both advisors and the student should take place at least once a year.

Language Requirement

All candidates are required to demonstrate proficiency in Modern Hebrew or Arabic.

Comprehensive Examination

All candidates are required to pass an oral comprehensive examination, which is administered by a committee composed of faculty from the NEJS and sociology departments.

Research papers

Students submit two, graduate-level research papers, which may have been previously submitted as part of their course work. These papers are read by a faculty committee from the NEJS and sociology departments.

Requirements for the Joint Degree of Master of Arts in Near Eastern and Judaic Studies and Women's Studies

Students interested in the joint two-year terminal M.A. degree program must first be admitted to the M.A. degree program in NEJS in the regular manner.

Residence Requirement and Program of Study

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses at a university abroad.

Courses must include the designated foundational course in women's studies, one women's studies course in NEJS, one women's studies course outside of NEJS, and the year-long, noncredit, eight-part Women's Studies Colloquium Series. The remaining courses must be jointly approved by each student's NEJS advisor and by the NEJS women's studies advisor.

Advising

Students are assigned advisors from the Near Eastern and Judaic Studies department and from the Women's Studies Program. Students must meet with their advisor(s) regularly, and before enrolling in courses, to assure appropriate course coherency.

Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew or in Arabic.

Comprehensive Examination

All candidates for the Master of Arts degree are required to pass a comprehensive examination.

Thesis or Research Project

In areas of NEJS that do not require an M.A. thesis, students receiving a joint M.A. degree in women's studies and NEJS must complete a research project on an issue connected to women's studies.

This project must be at least 25 pages long, in a format suitable for submission to a specific journal or for presentation at a professional conference. It may be a revision of a paper previously completed while enrolled in the M.A. degree program at Brandeis. It must concern a topic relevant to NEJS and to women's studies. The project is read by two faculty members within NEJS and by an additional member of the Women's Studies Program Committee. It must be defended before that three-person committee by the first week of May of the year in which the candidate intends to receive the degree. (Check the date with the Office of the University Registrar. It may vary with the academic calendar.) Once the project is found to be of acceptable M.A. degree quality, one copy of the project should be submitted to the Women's Studies Program office, and an additional copy should be deposited in the Brandeis Library.

Requirements for the Degree of Doctor of Philosophy

Doctoral Programs

Students admitted to the NEJS Ph.D. program are admitted to specific programs within the department. These include Bible and Ancient Near East, Judaism and Christianity in the Roman Period, Jewish History, Jewish Thought, Contemporary Jewish Life, Modern Hebrew Literature, and Middle East Studies. Movement from one program to the other is generally discouraged and is dependent upon a student's meeting the requirements for admission into that program and acceptance by that program's faculty. Movement from one advisor to another within a program is likewise dependent upon the consent of the new advisor.

Residence Requirement and Program of Study

Three years of full-time residence are required at the normal rate of at least seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit (seven term courses) may be accepted toward the residence requirement on the recommendation of the departmental advisor in consultation with the student's advisor.

Teaching Requirement

As part of the graduate training program in NEJS, all Ph.D. students are required to fulfill six, semester-length teaching fellow assignments during the first four years of their programs, serving as apprentices to faculty mentors. In addition, the department holds an orientation program for all new students and sponsors colloquia on teaching. Their faculty mentors evaluate students' teaching fellow work each semester. Students' teaching portfolios are in part drawn from these evaluations.

Consortium

Students should also discuss with their advisors the desirability of taking courses at member institutions of the Boston Consortium.

Advising

Students are assigned advisors from the Near Eastern and Judaic Studies department in the program to which they were admitted. Students must meet with their advisor(s) regularly, and before enrolling in courses, to ensure appropriate course coherency. The programs for each graduate area may be found in the departmental office, and are posted on the departmental website.

Funding and Annual Evaluation

Scholarships and fellowships are generally renewable for three additional years (four for students in the program in Bible and Ancient Near Eastern studies), based on a favorable annual evaluation by each student's professors by May of each academic year. These evaluations will be shared with the students and will be part of the official file, along with grades. Additionally, University Dissertation Fellowships are available on a University-wide competitive basis for the final year.

Language Requirements

Candidates are required to establish competence in Hebrew or Arabic as well as in two European languages, normally French and German. (Students in Modern Middle East must pass an examination in only one of these languages.) These exams are administered by the students' advisors. Additional languages may be required as necessary for research in each individual candidate's program, as determined by their field.

Candidates are not normally admitted to any Ph.D. program in Jewish studies, including modern and American Jewish studies, until they demonstrate reading knowledge of modern Hebrew. Students who require additional work in this area should apply for the Degree of Master of Arts.

Comprehensive Examinations

All candidates for the Ph.D. degree are required to pass several comprehensive examinations. Specific requirements vary from program to program. Details may be obtained from the department office. In the semester in which students plan to take their qualifying examinations, they may sign up for reading courses with the members of the faculty who will participate in those examinations.

Certificate in Jewish Education

The Benjamin S. Hornstein Program in Jewish Communal Service also offers Near Eastern and Judaic Studies Ph.D. students who have completed their residence and at least one comprehensive examination the opportunity to apply for a one-year Certificate in Jewish Education. For information contact your advisor or the Hornstein Program in Jewish Communal Service.

Dissertation Proposal

After successfully completing all qualifying examinations and language requirements, students must submit their dissertation proposal to the department faculty by the end of the third year or the beginning of the fourth year (by the beginning of the fifth year for students in the program in Bible and Ancient Near Eastern Studies), after first obtaining the approval of their dissertation director and the other two members of the dissertation reading committee. Proposals should be up to 20 pages in length, including bibliography, and contain a clear articulation of the topic with rationale, a summary of current research in its area, its intended contribution to scholarship, methodology, sources, structure and table of contents, preliminary bibliography, and any other relevant material. Additional information about the proposal is available in the department office.

Dissertation and Defense

The dissertation, ordinarily between 250 and 400 pages in length, must demonstrate the candidate's thorough mastery of the field and competence in pursuing independent research; it must also constitute an original contribution to knowledge. Two copies of the dissertation are to be deposited in the office of the program chair no later than March 1 of the year in which the candidate expects to earn the degree. The student must successfully defend the dissertation at a Final Oral Examination.

Requirements for the Joint Degree of Doctor of Philosophy in Near Eastern and Judaic Studies and Sociology

Residence Requirement and Program of Study

Three years of full-time residence are required at the normal rate of at least seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit (seven term courses) may be accepted toward the residence requirement on the recommendation of the departmental advisor in consultation with the student's advisor.

Students must complete a total of 21 courses. Nine of these courses should be offered by the sociology department (comprising five graduate seminars and four other sociology courses). Among the sociology courses at least one must be a theory course and at least one must be in quantitative methods. At least nine courses must be taken within the NEJS department. The remaining three courses are open to student choice with the approval of the student's advisors. In addition, students in their first year are required to participate in a year-long, noncredit preseminar that introduces program faculty and their research interests.

Consortium

Students should also discuss with their advisors the desirability of taking courses at member institutions of the Boston Consortium.

Advising

Students are assigned advisors from the sociology department and from the Near Eastern and Judaic Studies department. Both advisors will work with the student to ensure appropriate course coherency. An interdepartmental meeting involving both advisors and the student should take place at least once a year.

Language Requirements

Candidates are required to establish competence in Hebrew and one modern language (normally French or German, but depending on the area of research another language may be substituted). Language examinations will be administered by the student's advisors.

Research Methods Requirement

Candidates are required to establish competence in statistics by successful completion of an appropriate Brandeis course in statistics.

Comprehensive Examinations and Graduate Accreditation

Before proposing and writing a doctoral dissertation, students must show competence in two areas of sociology through the Graduate Accreditation Committee (GAC) process; pass a two-part written comprehensive examination in Jewish cultural literacy in the NEJS department; and pass an oral major field examination.

Candidates demonstrate Jewish cultural literacy in a two-part written examination, which has English and Hebrew components, and a follow-up oral examination. The Hebrew examination in primary sources is part of the cultural literacy examination. This examination gives students the opportunity to demonstrate their broad general knowledge of Jewish literature and cultures of the biblical, rabbinic, medieval, and early modern periods. The oral examination provides opportunity for further exploration following the written examination. Following the successful completion of the Jewish cultural literacy examinations candidates demonstrate their particular field of expertise in contemporary Jewish societies through the oral major field examination.

The Graduate Accreditation Committee (GAC) is the sociology department equivalent of comprehensive examinations. Students elect two sociological areas of interest and with the appropriate faculty member create a contract of requirements for the completion of a portfolio in the specific area. The portfolio can include such items as completed courses, papers, independent readings, or bibliographies. Faculty advisors suggest readings, written work, or independent studies. When the GAC requirement is completed there will be a comprehensive meeting to discuss the candidate's interests and direction in the field and the upcoming dissertation.

Dissertation and Final Oral Examination

A dissertation proposal should be submitted to the dissertation committee soon after the comprehensive examinations and GACs are completed. The dissertation committee should consist of five members: two each from the sociology and the NEJS departments and a fifth member from outside those departments. After approval of the proposal by the dissertation committee it is submitted to the department faculties for approval. Two copies of the dissertation are to be deposited in the offices of the program chairs no later than March 1 of the year in which the candidate expects to earn the degree. The dissertation committee must approve the dissertation and the student must successfully defend the dissertation at a Final Oral Examination.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

NEJS 1a Foundational Course in Judaic Studies [hum]

A survey of the Jewish experience and thought, focusing on the varieties of historical Judaism including its classical forms, its medieval patterns and transformations, and its modern options. Usually offered every year. Will be offered in the fall of 2002.
Mr. Sheppard

NEJS 1b The World of the Ancient Near East [hum]

An introduction to the peoples, history, religions, institutions, and culture of ancient Mesopotamia, Syria, Israel, Anatolia, and Egypt from prehistory to 330 BCE. Usually offered every second year. Last offered in the fall of 2001.
Mr. Wright

NEJS 3b Introduction to Talmud [hum]

Prerequisite: A 30-level Hebrew course or the equivalent is recommended.
An introduction to Treatise Sanhedrin, on the subject of judicial procedure and capital punishment. Attention is paid to modes of argument, literary form, and development of the Talmudic text. No previous study of Talmud is presupposed. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Kimelman

NEJS 68b History of the Jews from 1492 to the Present [hum ss]

Open to all students.
Main trends and events in the legal, economic, social, cultural, and religious history of the Jewish people in the context of the general background, with emphasis on major areas of Jewish settlement. Usually offered every year. Last offered in the spring of 2002.
Mr. Ravid

NEJS 72a Texts from the Hebrew Bible [hum]

Prerequisite: Some knowledge of biblical Hebrew or modern Hebrew.
A review of biblical Hebrew grammar followed by a survey of the major genres of the Hebrew Bible (e.g., Torah, history, prophecy, psalms, wisdom). Texts will be read in Hebrew; the course will be taught in English. Emphasis will be on literary and grammatical aspects of the texts. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Brettler or Ms. Shechtman

NEJS 86b Introduction to Yiddish Prose [wi hum]

Enrollment limited to 20.
Introduces students to Yiddish prose fiction created in the latter part of the 19th century and the early decades of the 20th. Readings are drawn from the works of the Yiddish classicists and the generations that succeeded them. The course will be taught in English, using texts in translation. Students with knowledge of Yiddish may elect to read the original texts. Usually offered every fall. Will be offered in the fall of 2002.
Ms. Kellman

NEJS 92a and b Internship in Jewish Education and Communal Service *Signature of the instructor required.* Usually offered every year. Staff

NEJS 98a Independent Study *Signature of the instructor required.* Usually offered every year. Staff

NEJS 98b Independent Study *Signature of the instructor required.* Usually offered every year. Staff

NEJS 99d Senior Research *Signature of the instructor required.* Usually offered every year. Staff

(100-199) For Both Undergraduate and Graduate Students

NEJS 100a Social and Religious Movements in the Middle East [hum]

Analysis of the role of popular movements; primordial (peasant and tribal revolts), nationalist (e.g. Egyptian, Palestinian), revolutionary (pan-Arabist, leftist), Islamic, and "civil society." Causes of successes and failures of movements will be assessed, through overviews and case studies. Usually offered every fourth year. Last offered in the spring of 2002.
Mr. Kramer

NEJS 102a Elementary Hittite [hum]

An introduction to the Hittite language, mainly through readings in Hittite royal annals, treaties, rituals, laws, and myths. Usually offered every third year. Will be offered in the fall of 2002.
Mr. Wright

NEJS 104b Ezra, Daniel, and Early Aramaic Texts [hum]

Prerequisites: HBRW 122a or b [formerly 101a or b], NEJS 72a, or permission of the instructor.
A study of the language and text of the Aramaic portions of Ezra and Daniel and of other early Aramaic documents. Usually offered every third year. Last offered in the fall of 2000.
Mr. Wright

NEJS 105a Music in the Bible and the Ancient Near East [nw hum]

Enrollment limited to 50.
The musical instruments, theory, and, in particular, the function of music in ancient Mesopotamia, Israel, Syria, Hittite Anatolia, and Egypt, as manifested in various texts and archaeological finds. No previous knowledge of the Near East or music is required. Usually offered every third year. Will be offered in the fall of 2002.
Mr. Wright

NEJS 105b The Philosophy of Jewish Law [hum]

Enrollment limited to 25.
Investigates the philosophic underpinnings of Jewish law. Issues include tradition and change, interpretive freedom, authority, and the nature of legal consciousness. Ranging from the Talmudic to Modern periods, emphasizes the thought of Mendelssohn, Hirsch, Rosenzweig, Soloveitchik, Hartman, and Levinas. Usually offered every third year. Last offered in the spring of 2001.
Mr. Sender

NEJS 106a Northwest Semitic Inscriptions [hum]

A study of Phoenician, Hebrew, Edomite, and Moabite inscriptions. Issues of epigraphy, historical grammar, dialectology, and historical reconstruction are examined. Usually offered every third year. Will be offered in the fall of 2002.
Mr. Wright

NEJS 106b Elementary Ugaritic [hum]

An introduction to the language with study of various texts. Usually offered every third year. Last offered in the fall of 2001.
Mr. Wright

NEJS 107b History of Poland since 1750 [hum]

May only count towards the NEJS major or minor with the written permission of the instructor.
Surveys the history of Poland from the middle of the 18th century to the recent changes since 1989. Emphasizes the specific character of the Polish lands as a borderland and as a multi-religious and multi-ethnic area. Usually offered every fourth year. Last offered in the fall of 2000.
Mr. Polonsky

NEJS 108a Elementary Akkadian

[hum]

Introduction to Akkadian grammar and lexicon and cuneiform script. This course is for beginning students of Akkadian. Usually offered every year. Will be offered in the fall of 2002.

Mr. Abusch and Staff

NEJS 108b Comparative Grammar of Semitic Languages

[hum]

An introduction to and description of the Semitic languages, the internal relationships within this linguistic family, and the distinctive grammatical and lexical features of the individual languages. Usually offered every third year. Last offered in the spring of 2000.

Mr. Wright

NEJS 109b Intermediate Akkadian

[hum]

Prerequisite: NEJS 108a or the equivalent.

Review of grammar and reading of Old Babylonian historical inscriptions, laws, letters, and literary texts. Usually offered every year. Last offered in the spring of 2002.

Mr. Abusch and Staff

NEJS 110a Introduction to the Qur'an

[nw hum]

Traces the history of the Qur'an as text, its exegesis; and its role in Islamic law, inter-religious polemics, law, theology, politics, and gender issues. Examines the role of the Qur'an in modern Islamic movements. Usually offered every second year. Last offered in the spring of 2002.

Mr. Mohammed

NEJS 110b The Hebrew Bible: Meaning and Context

[hum]

Prerequisites: HBRW 122a or b (formerly HBRW 101a or b), NEJS 72a, permission of the instructor.

A close reading of selected biblical texts. Topics may vary from year to year and the course may be repeated for credit. Usually offered every fourth year. Last offered in the spring of 2002.

Mr. Wright

NEJS 111a The Hebrew Bible

[hum]

Open to all students.

A survey of the Hebrew Bible (Old Testament). Biblical books will be examined from various perspectives and compared to other ancient Near Eastern compositions. No knowledge of Hebrew is presumed. Usually offered every second year. Last offered in the spring of 2002.

Mr. Brettler

NEJS 112a The Book of Genesis

[hum]

Open to all students.

An in-depth study of the Book of Genesis, with particular attention to the meaning, documentary sources, and Near Eastern background of the accounts of creation and origins of human civilization in chapters one

to 11, and of the patriarchal narratives, especially those about Abraham. The text will be read in English; no knowledge of Hebrew is assumed. Usually offered every second year. Last offered in the fall of 2001.

Mr. Abusch

NEJS 112b Russian Jewish History, 1917 to the Present

[hum]

Examines Russian Jewish history from 1917 to the present. Focuses on the tsarist legacy, Russian Revolution, the creation of a new socialist society, development of Yiddish culture, the "Great Turn" under Stalin, holocaust, post-war Judaism, anti-Semitism, emigration, and current events. Usually offered every second year. Last offered in the fall of 2001.

Ms. Freeze

NEJS 113a The Bible in Aramaic

[hum]

Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 72a, or permission of the instructor.

A study of the language and text of the Targumim, Qumran Aramaic Paraphrases, and the Syriac Peshitta. Usually offered every third year. Last offered in the spring of 2001.

Mr. Wright

NEJS 113b Law in the Bible and the Ancient Near East

[nw hum ss]

Open to all students.

A study of laws and legal ideas in biblical and Near Eastern law "codes," treaties, contracts; economic documents and narratives; the development and function of the documents and ideas; the meaning of the laws; their significance for the various societies. Usually offered every third year. Last offered in the spring of 2002.

Mr. Wright

NEJS 114a The Book of Amos

[hum]

Prerequisite: HBRW 101a or b, NEJS 72a, or a strong knowledge of biblical Hebrew.

An intensive study of the Hebrew text, its historical background, and its ideas and their place in ancient Israel. Usually offered every third year. Last offered in the fall of 1997.

Mr. Brettler

NEJS 114b Biblical Ritual, Cult, and Magic

[hum]

Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 72a, or permission of the instructor (section 2 only).

A study of ritual and cultic texts of the Bible in Hebrew and their rites and phenomena with historical-critical, Near Eastern-environmental, social-scientific, and literary analysis. Usually offered every third year. Last offered in the spring of 2001.

Section 1 (in translation)

Section 2 (in Hebrew)

Mr. Wright

NEJS 115a The Book of Deuteronomy

[hum]

Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 72a, or a strong knowledge of biblical Hebrew.

A close examination of the prose and poetry of the Hebrew text of Deuteronomy with special attention to its religious, legal, and compositional features. Traditions found in the Book of Deuteronomy will be compared with their counterparts elsewhere in the Pentateuch. The place of the Book of Deuteronomy in the history of the religion of Israel will be considered. Usually offered every third year. Last offered in the fall of 2001.

Mr. Brettler

NEJS 115b Women and the Bible

[hum]

Open to all students.

The Hebrew Bible, a complex work, reflects a wide range of attitudes toward women. Examines these attitudes as they are reflected in issues such as the legal status of women, women in myths, women leaders, prostitution, and the gender of ancient Israel's deity. Usually offered every third year. Last offered in the spring of 2000.

Mr. Brettler

NEJS 116b The Archaeology of Ancient Israel and Its Neighbors

[hum]

Through the window of material remains, this course introduces ancient Israel and the rich and vibrant cultural network to which it belonged—the neighboring civilizations of Egypt, Mesopotamia, and Anatolia. Usually offered every year. Last offered in the spring of 2002.

Mr. Cohen

NEJS 117b Dead Sea Scrolls

[hum]

Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 72a, or the equivalent.

Studies in the literature of Qumran texts, with particular attention to the exegetical literature. Usually offered every fourth year. Last offered in the fall of 1999.

Mr. Brettler

NEJS 118b The Book of Psalms

[hum]

Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 72a, or a strong knowledge of biblical Hebrew.

Selected readings of biblical psalms. Special attention will be paid to religious ideas, literary forms, and poetics. Usually offered every fourth year. Last offered in the fall of 1999.

Mr. Brettler

NEJS 119a Classical Jewish Religious**Thought**

[hum]

Enrollment limited to 70.

Views of God, Creation, and Revelation in the classical sources of post-biblical Judaism. Emphasis on the Rabbinic Aggadah, Medieval Jewish Philosophy, and Early Kabbalah.

Usually offered every third year. Last offered in the spring of 2000.

Mr. Green

NEJS 119b Contemporary Jewish**Religious Thought**

[hum]

Examines attempts by leading thinkers since the 1960s to respond to the age-old religious questions: the possibility of faith, the nature of God, revelation, human suffering, and the hope for redemption. Topics considered are Holocaust, Jewish Statchood, the changed role of women, the environmental crisis, and the implication of these for the Judaism of the new century. Usually offered every third year. Last offered in the spring of 2001.

Mr. Green

NEJS 120a Modern History of East**European Jewry**

[hum]

A comprehensive survey of the history (economic, socio-political, and religious) of the Jewish communities in Eastern Europe from the middle of the 18th century until World War II, with emphasis placed on the Jews of Poland and Russia. Usually offered every fourth year. Will be offered in the spring of 2003.

Mr. Polonsky

NEJS 120b Intermediate Talmud

[hum]

Prerequisite: A 40-level Hebrew course or the equivalent.

Tractate Sanhedrin, chapter three, which deals with the issue of voluntary and compulsory arbitration and the binding nature of gambling agreements. Usually offered every fourth year. Will be offered in the spring of 2003.

Mr. Kimelman

NEJS 121a Polish-Jewish Relations in the**Twentieth Century**

[hum]

In the Jewish world, Poland has often been seen as a byword for anti-Semitism. Most Poles reject this analysis as one-sided and over-simplified. Examines how these two diametrically opposed views of Polish-Jewish relations have come to be current and how much truth lies behind the stereotypes. Usually offered every third year. Last offered in the spring of 2001.

Mr. Polonsky

NEJS 122b Biblical Narrative Texts: The**Historical Tradition**

[hum]

Prerequisite: HBRW 122a or b (formerly HBRW 101a or b), NEJS 72a, or a strong knowledge of biblical Hebrew.

A close reading of a variety of biblical "historical" texts from Deuteronomy, Judges, Samuel, Kings, and Chronicles. The basic tools for biblical research and the literary study of the Bible will be explored. The newer methods of analyzing biblical "historical" texts will be discussed. Topics vary from year to year and this course may be repeated for credit. Usually offered every third year. Last offered in the fall of 2000.

Mr. Brettler

NEJS 123a Medieval Jewish Philosophy

[hum]

Surveys the history of medieval Jewish philosophy from Saadiah Gaon to Spinoza. Topics include reason and revelation, divine attribute theory, cosmogony, providence, epistemology, ultimate human felicity, and the influence of philosophy in biblical exegesis, Halakhah, Kabbalah, and poetry. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sender

NEJS 123b Classical Biblical Commentaries

[hum]

Prerequisite: Advanced reading knowledge of Hebrew.

An intensive study of the French and Spanish schools of Jewish commentators on selected books of the Bible. Usually offered every third year. Last offered in the spring of 2002.

Mr. Brettler

NEJS 124a Varieties of Medieval Judaism

[hum]

Addresses the variety of Jewish cultural expressions during the medieval period in the Christian and Islamic worlds. Topics treated include communal organization, conflict and cooperation with Muslims and Christians, and trends in Jewish intellectual culture. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Deeter

NEJS 124b Introduction to Jewish Mysticism

[hum]

A study of Jewish mysticism of the Middle Ages, primarily as presented in its most important work, *The Zohar*. While investigating the nature of mysticism and the transformation of key motifs of Judaism into a mystical key, the course will also be concerned with how to read a Jewish mystical text. All readings are in English. Usually offered every second year. Last offered in the fall of 2001.

Mr. Green

NEJS 125b Midrashic Literature:**Sifre Deuteronomy**

[hum]

Prerequisite: A 40-level Hebrew course or the equivalent.

An analysis of the midrashic method of the Sifre Deuteronomy. Emphasis will be placed on a close reading of the text, with a view to developing in the students the capacity to do independent analysis. Usually offered every fourth year. Last offered in the spring of 2001.

Mr. Kimelman

NEJS 126b Agadic Literature: Avot**De Rabbi Natan**

[hum]

Prerequisite: A 40-level Hebrew course or the equivalent.

A study of the "talmudic" commentary to Mishnah Avot, which alone of the Mishnaic tractates deals exclusively with aggadah. The class will focus primarily on literary and historical questions. Usually offered every fourth year. Last offered in the fall of 2001.

Mr. Kimelman

NEJS 127b The Jewish Liturgy

[hum]

Prerequisite: A 20-level Hebrew course or the equivalent.

A study of the literature, theology, and history of the daily and Sabbath liturgy. Emphasis will be placed on the interplay between literary structure and ideational content, along with discussion of the philosophical issues involved in prayer. Usually offered every third year. Last offered in the spring of 2002.

Mr. Kimelman

NEJS 129a Biblical Narratives in the Qur'an

[hum]

Prerequisite: IMES 104a or permission of the instructor.

The Qur'an retells many narratives of the Tanakh and the New Testament. Compares the Qur'anic renditions with those of the earlier scriptures, focusing on the unique features of the Qur'anic versions. Special one-time offering. Will be offered in the spring of 2003.

Mr. Mohammed

NEJS 129b Jewish Women in Eastern Europe:**Tradition and Transformation**

[hum]

Enrollment limited to 20.

Examines women's roles in the 19th- and 20th-century Eastern European Jewish culture, with focus on transformation in gender relations, education, and religious practices. Readings are drawn from Yiddish prose, poetry, and women's memoirs, with secondary sources in cultural history. Usually offered every second year. Last offered in the spring of 2002.

Ms. Kellman

NEJS 130a The New Testament:**A Historical Introduction**
[hum]*Open to all students.*

A study of the main parts of the New Testament, with emphasis on the contents of the books and the historical development of early Christianity. Usually offered every year. Will be offered in the spring of 2003.

Ms. Brooten

NEJS 131a The Sephardic Experience, Part I
[hum]

Designed as a survey of Jewish political, intellectual, and social history in the Islamic and Christian spheres from the beginnings of Jewish life in Spain until the Expulsion in 1492. Students develop skills in reading historical, literary, and philosophical texts. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Decter

NEJS 131b Biblical Poetry: Love and Death
[hum]

Prerequisite: NEJS 72a, HBRW 122a or b (formerly HBRW 101a or b), or a strong knowledge of biblical Hebrew.

A close reading of biblical poetic texts, with a consideration of what makes these texts poetic. Texts will be chosen primarily from Song of Songs, Lamentations, Ecclesiastes, and Job. Topics will vary from year to year and the course may be repeated for credit. Usually offered every third year. Last offered in the spring of 2000.

Mr. Brettler

NEJS 132a Introduction to Christianity

[hum]

Open to all students.

An introduction to Christian beliefs, liturgy, and history. Surveys the largest world religion: from Ethiopian to Korean Christianity, from Black theology to the Christian right. Analyzes Christian debates about God, Christ, and human beings. Studies differences among Catholics, Protestants, and Orthodox. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Brooten

NEJS 132b Ethics and the Jewish Political Tradition

[hum]

Open to all students.

A study in the structures of authority, power, and leadership in Jewish politics from Biblical to modern times that focuses on the change from sovereignty to incorporated community to voluntary association. Issues include the problems of nationalism, the limits of government, the right of revolution, the legitimacy of terrorism, and the ethics of war. Usually offered every fourth year. Will be offered in the spring of 2003.

Mr. Kimelman

NEJS 133a Art, Artifacts, and History: The Material Culture of Modern Jews

[hum]

An interpretive, bibliographic, and hands-on study of the material (non-textual) culture made, used, and left by American and European Jews since 1600. Analyzes how objects, architecture, paintings, and photographs can help us understand and interpret social, cultural, and religious history. Usually offered every second year. Last offered in the spring of 2002.

Ms. Smith

NEJS 134b German-Jewish Thought in the Modern Period

[hum]

Traces the development of German thought from the late 18th to the 20th century. Engages a number of seminal thinkers and their understandings of the challenges posed by the shaping forces of the modern German-Jewish experience: enlightenment, Jewish Reform movement, liberalism, and capitalism, among others. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Sheppard

NEJS 135b Men and Women in Modern Hebrew and Yiddish Literature

[hum]

Utilizes modern Hebrew and Yiddish fiction and poetry to understand the ways in which the conceptions of masculinity and femininity changed during the great transformation of Jewish society in the 19th and 20th centuries. Readings from Abramowitch, Shalom Aleichem, Devora Baron, Shulamith Hareven, A.B. Ychoshua, and others. Usually offered every third year. Last offered in the spring of 2000.

Staff

NEJS 138b Teaching American Jewish History

[hum]

Signature of the instructor required.

Using American Jewish History as a case study, this course examines why we teach history, what history means within a Jewish context, what we can learn from how history has been taught, and how history might be taught at various age levels and in different contexts. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Sarna

NEJS 139b Yehuda Amichai and Contemporary Hebrew Poetry

[hum]

Prerequisite: HBRW 123a or b (formerly HBRW 110a or b) or permission of the instructor.

Critical analysis of trends and aesthetic values of Hebrew poetry from the War of Independence to the present. Texts and discussion in Hebrew. Usually offered every third year. Last offered in the spring of 2000.

Staff

NEJS 140a History of the Jews from the Maccabees to 1497

[hum ss]

Juda during the Second Commonwealth, Jews in the Roman Empire; origins of anti-Judaism; Jewish religious heritage; Islam and the Jews; the Jewish community; church, state, society, economy, and the Jews; the expulsion from Western Europe. Usually offered every second year. Last offered in the fall of 2001.

Mr. Ravid

NEJS 140b The Jews in Europe to 1791

[hum]

Considers the following topics: church, crusades, state, economy, society, and the Jews; religious and intellectual life, family and community; England, France, and the Germanic lands; Spain, Spanish exile, and Iberian Diaspora; Renaissance, Reformation, and Counter-Reformation; Eastern Europe and Hasidism; the return to the West; and the Enlightenment and emancipation. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Ravid

NEJS 141b Varieties of Jewish Nationalism

[hum]

The modern articulation of collective Jewish experience in terms of a nation has taken on a variety of competing forms. Places the development of Jewish nationalist visions into historical context and study the different strands of cultural, religious, and political Zionism, as well as several non-Zionist forms such as Bundism and autonomism. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sheppard

NEJS 142b Dealing with Evil in Ancient Babylon and Beyond: Magic and Witchcraft in Antiquity

[nw hum]

Open to all students.

Surveys and analyzes magical literature, activities, and beliefs in the ancient Near East. Magic in Israel and in cultures of late antiquity will also be examined. Tries to gain some understanding and sympathy for the human situation and the magical activities and beliefs that human life call forth. Such topics as demonology, illness, witchcraft, prayer, and exorcism are covered. Usually offered every third year. Last offered in the spring of 2000.

Mr. Abusch

NEJS 143b Shi'ism and Political Protest in the Middle East

[nw hum]

Who are the Shi'i Muslims? Addresses this question by focusing on the Shi'i communities of Iran, Iraq, the Persian Gulf, Lebanon, and India. Examines the social, cultural, and religious life of these communities, as well as their political development in modern times. Usually offered every second year. Last offered in the spring of 2001.

Mr. Nakash

NEJS 144a Jews in the World of Islam

[nw hum]

A social and cultural history of Jewish communities in the Islamic world. Special emphasis is placed on the Jewish communities in the Middle East since 1492. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Levy

NEJS 145b The Making of the Modern Middle East

[nw hum ss]

Open to all students.

Discusses the processes that led to the emergence of the modern Middle East: disintegration of Islamic society; European colonialism; reform and reaction; the rise of nationalism and the modern states. Usually offered every second year. Last offered in the fall of 2001.

Mr. Nakash

NEJS 146b The Destruction of the Ottoman Empire, 1800-1923

[nw hum]

Examines the historical processes that led to the destruction of the Ottoman Empire and the rise of new states in the Balkans and the Middle East: nationalism, European imperialism, Ottoman reform and its ultimate failure. Usually offered every second year. Last offered in the spring of 2000.

Mr. Levy

NEJS 147a The Rise and Decline of the Ottoman Empire, 1300-1800

[nw hum ss]

A historical survey of the Middle East from the establishment of the Ottoman Empire as the area's predominant power to 1800. Topics include Ottoman institutions and their transformation; the Ottoman Empire as a world power. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Levy

NEJS 147b The Arab-Israeli Conflict

[hum ss]

Consideration of Arab-Jewish relations, attitudes, and interactions from 1880 to the present. Emphasis on social factors and intellectual currents and their impact on politics. Examines the conflict within its international setting. Usually offered every third year. Last offered in the spring of 2002.

Mr. Levy

NEJS 148a Radical Islam

[nw hum]

Enrollment limited to 15.

Traces the recent re-emergence of Islam by examining its position in modern Middle Eastern socioeconomic and political life. Uses Egypt, Syria, Algeria, Afghanistan, and Iran as major test-cases for assessing the success of political Islam. Usually offered every second year. Last offered in the spring of 2002.

Mr. Nakash

NEJS 148b Lesbian, Gay, and Bisexual Jews and Christians: Sources and Interpretations

[hum]

Introduction to the classical Jewish and Christian sources on same-sex love and to a variety of current interpretations of them, to the evidence for same-sex love among Jews and Christians through the centuries, and to current religious and public policy debates about same-sex love. Usually offered every second year. Last offered in the spring of 2001.

Ms. Brooten

NEJS 151a Jewish Life in Weimar Berlin, War-Time England, and the Post-War United States

[hum]

Especially recommended for advanced undergraduates and graduate students in Jewish history, thought, literature, and contemporary studies.

Major themes, issues, and developments in 20th-century Jewish history in Germany, England, and the United States—including the rise of nazism, the Holocaust, Zionism, Hebrew culture, and the history of the NEJS department—in a biographical framework, on the basis of published and unpublished material, and a wide range of archival ephemera. Usually offered every second year. Last offered in the spring of 2002.

Mr. Ravid

NEJS 151b Merchants, Moneylenders, and Ghetto of Venice

[hum ss]

Central issues in Jewish history in light of the experience of the Jews of Venice in the context of Venetian social, political, and economic history. Topics include the attitude of church and state toward Jews, the ghetto, Jewish merchants and moneylenders, Renaissance and the Jews, Marranos and inquisition, *raison d'Etat*, and the admission of the Jews to Western Europe and North America. Usually offered every second year. Last offered in the fall of 2001.

Mr. Ravid

NEJS 152a From Inquisition to Holocaust

[hum]

Examines the Iberian Inquisition in its religious, social, and economic context as a manifestation of religious anti-Judaism which culminated in the concept of purity of blood. Traces the emergence of modern racial antisemitism which culminated in the Holocaust, and contemplate the similarities and differences between it and medieval anti-Judaism. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Ravid

NEJS 152b Anti-Judaism, Antisemitism, and Anti-Zionism

[hum ss]

A historical survey of the three major forms of hostility towards the Jews from classical antiquity to the present. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Ravid

NEJS 153a Hasidism as a Religious and Social Movement

[hum]

The rise of East European Hasidism in the 18th century and its success. Key teachings, motifs, and religious ideals of the movement and its leadership. Changes as Hasidism struggled with modernity and destruction in the 19th and 20th centuries. Usually offered every third year. Last offered in the fall of 2000.

Mr. Green

NEJS 153b History of Jewish and Christian Women in the Roman Empire

[hum]

Social, cultural, and religious history of Jewish and Christian women under Roman rule until Constantine ("first century" BCE—"fourth century" CE), using the methods of feminist historiography. Examination of the inter-relationships between Jewish and Christian women in different parts of the Roman Empire. Focus on women's history, rather than on Jewish and Christian teachings about women. Usually offered every fourth year. Last offered in the fall of 2000.

Ms. Brooten

NEJS 154a Ancient Assyria: the Archaeology of an Empire

[hum]

Examines the depth and breadth of ancient Assyria, an empire that formed, flourished, and fell between c. 1100 and 600 BCE. Special one-time offering. Will be offered in the fall of 2002.

Mr. Cohen

NEJS 154b Image, Role, and the Status of Women in Jewish Law and Tradition

[hum]

Explores the cultural image, social role, and legal status of women in Judaic texts of the biblical, talmudic, and medieval periods. Includes cross-cultural comparisons with women in pagan, Christian, and Muslim sources and the impact of the patriarchal world view on the current issue of gender equality in the private and public domains of Jewish law and culture. Usually offered every second year. Last offered in the summer of 2001.

Staff

NEJS 155a The Philosophy of Moses Maimonides

[hum]

An examination of Maimonides's *Guide of the Perplexed* and *Mishneh Torah* focusing on his attempt to correlate traditional Judaism and contemporary Hellenism. Issues include biblical interpretation, the nature of God, creation, prophecy, miracles, providence, and the rationales for the laws. All readings are in English. Usually offered every fourth year. Last offered in the spring of 2001.

Mr. Sendor

NEJS 155b Judaism and the Religious Quest
[hum]

Signature of the instructor required.

Personal Quest in the Jewish tradition in historical and contemporary perspective. Judaism in the context of Perennial Philosophy and the universal search for the life of the spirit. Usually offered every fourth year. Last offered in the spring of 2004.
Mr. Green

NEJS 156b Ancient Near Eastern Religion and Mythology
[nw hum]

Open to all students.

An introduction to the religion, mythology, and thought of the ancient Near East. Usually offered every second year. Last offered in the spring of 2002.
Mr. Busch

NEJS 157a History of the State of Israel, Zionism to the Present
[hum]

This course examines the development of the State of Israel from its foundation to the present time. Israel's politics, society, and culture will be thematically analyzed. Usually offered every fourth year. Will be offered in the fall of 2002.
Ms. Freeze

NEJS 158a Divided Minds: Jewish Intellectuals in America
[hum]

Jewish intellectuals in the United States have exerted tremendous influence on the changing landscape of American culture and society over the last century. Explores the political, cultural, and religious contours of this diverse and controversial group. Usually offered every third year. Last offered in the fall of 2001.
Mr. Sheppard

NEJS 158b Topics in Jewish Devotional Literature of the Medieval and Later Periods
[hum]

Prerequisite: Reading knowledge of Hebrew. Signature of the instructor required. Course may be repeated for credit.

Readings in Hebrew from such influential religio-ethical treatises as Bahya's *Duties of the Hearts*, DeVidas's *Beginning of Wisdom*, Horowitz's *Two Tablets of the Covenant*, and others. Usually offered every year. Last offered in the spring of 2002.
Mr. Green

NEJS 161a American Jewish Life
[hum ss]

Open to all students.

A focused sociological analysis of contemporary American Jewish life with special emphasis on the diverse forms of Jewish ethno-religious identity formation. Topics include Reform, Conservative, and Orthodox Judaism; the interplay of American and Jewish values; and the relationship of Jews to the general society and other ethnic groups. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Fishman

NEJS 161b Representations of the City in Literature, Art, and Architecture
[hum]

The city is an artifact housing a community of anonymous persons, one that has carried great creative and destructive potential across the ages. Works of the imagination—in literature, theology, and architecture—expose unquantifiable dimensions of that potential. We examine 10 such works with a view to what the city has been, is today, and can become. Usually offered every second year. Last offered in the spring of 2000.
Mr. Makiya

NEJS 162a American Judaism
[wi hum ss]

Open to all students.

American Judaism from the earliest settlement to the present, with particular emphasis on the various streams of American Judaism. Judaism's place in American religion and comparisons to Judaism in other countries. Usually offered every second year. Will be offered in the fall of 2002.
Mr. Sarna

NEJS 162b World Jewry since the Holocaust
[hum]

Open to all students.

Examines the post-war Jewish world with special attention to Jewish communities beyond Israel and the United States. Topics include demography, the emergence of new centers, anti-Semitism, identity, and assimilation. Usually offered every second year. Last offered in the spring of 2001.
Mr. Sarna

NEJS 163a Jewish-Christian Relations in America
[hum ss]

A topical approach to the history of Jewish-Christian relations in America from the colonial period to the present. Usually offered every fourth year. Will be offered in the spring of 2003.
Mr. Sarna

NEJS 164b The Sociology of the American Jewish Community
[hum ss]

Open to all students.

A survey exploring transformations in modern American Jewish societies, including American Jewish families, organizations, and behavior patterns in the second half of the 20th century. Draws primarily on social science texts, statistical studies, and memoirs; however also makes use of a broad spectrum of source materials, examining evidence from journalism, fiction, film, and other artifacts of popular culture. Usually offered every second year. Last offered in the fall of 2001.
Ms. Fishman

NEJS 166a Modern Jewish History to 1880
[hum]

Themes include Enlightenment and Haskalah in Eastern and Western Europe, Hasidism, emancipation, assimilation and the problem of the marginal Jew, the science of Judaism, and the development of denominationalism in Judaism. Usually offered every year. Last offered in the spring of 2001.
Ms. Freeze or Mr. Sheppard

NEJS 166b Modern Jewish History, 1880-1948
[hum]

Themes include integration and assimilation, migration, nationalism, Zionism, non-Zionism, anti-Zionism, diaspora nationalism, Western and Eastern Jewry in the period between the World Wars, the Holocaust, and the establishment of the State of Israel. Usually offered every year. Last offered in the spring of 2001.
Ms. Freeze or Mr. Sheppard

NEJS 167a East European Jewish Immigration to the United States
[hum ss]

Open to all students.

A historical survey of East European Jewish immigration to the United States (1881-1924). Regular readings will be supplemented by primary sources, immigrant fiction, and films. Usually offered every fourth year. Last offered in the spring of 1999.
Mr. Sarna

NEJS 167b A History of the Jews in Warsaw, Lodz, Vilna, and Odessa
[hum ss]

This course will examine the history of the four largest Jewish communities in the Russian Empire from the earliest settlement through the Holocaust to the present, comparing internal organization, different political and cultural allegiances, and relations with the majority population. Usually offered every fourth year. Will be offered in the spring of 2003.
Mr. Polonsky

NEJS 168a History and Culture of the Jews in East-Central Europe to 1914
[hum ss]

Jewish civilization in Poland and Russia from the earliest Jewish settlements until World War I, with emphasis on attempts to create a national culture that was both "modern" and "Jewish." Usually offered every second year. Last offered in the spring of 2001.
Mr. Polonsky

NEJS 168b History and Culture of the Jews in East-Central Europe, 1914 to the Present
[hum]

Topics include relations between Jews and non-Jews, Jewish politics, culture and religion, women and family, the Holocaust, and the current revival of Jewish identity in East-Central Europe. Usually offered every second year. Last offered in the fall of 2001.
Mr. Polonsky

NEJS 169a The Destruction of**European Jewry**

[hum]

Open to all students.

A systematic examination of the Holocaust in the context of Jewish and modern European history. Interdisciplinary approaches to historical sociology and legal philosophy will be applied. Usually offered every year. Will be offered in the fall of 2002. Mr. Polonsky

NEJS 169b Responses to the Holocaust in Literature

[hum]

The Holocaust has generated a rich and varied body of literary representations of this crucial event in modern history. This course studies significant examples of such representations dwelling on their historical, cultural, and psychological aspects. The aesthetic and moral problems of representation are raised in each case. Authors examined include Wiesel, Levi, Appelfeld, Spiegelman, Celan, and Pagis. Usually offered every second year. Will be offered in the fall of 2002. Mr. Band

NEJS 170b Analyzing the American Jewish Community

[qr hum ss]

Prerequisites: NEJS 160a, 161a, or 164b. Enrollment limited to 12.

Explores the use of quantitative and qualitative research techniques in recent analyses of American Jewish life. Students engage in hands-on statistical research projects, learning what kinds of information can be gathered through survey research and through a variety of qualitative research techniques. Usually offered every second year. Last offered in the spring of 2002. Ms. Fishman

NEJS 171b Describing Cruelty

[hum]

Enrollment limited to 15.

Grapples with the difficult subject of cruelty. The focus is on political or public cruelty in the non-Western world. The method is comparative and involves critical examination of the intellectual, visual, and literary works that engage in the phenomenon. Usually offered every second year. Last offered in the spring of 2002. Mr. Makiya

NEJS 172a Women in American Jewish Literature

[hum]

Examines portrayals of women in American Jewish literature from a hybrid viewpoint. Using close textual analysis, explores changing American Jewish mores and values and the changing role of women as revealed by portrayals of women in American Jewish fiction. The development of critical reading skills enhances our understanding of the author's intent. We approach the fiction and memoirs we read as literature and as a form of social history. Usually offered every second year. Last offered in the fall of 2001. Ms. Fishman

NEJS 173a Dispersion and Diversity: Modern Jewish Literature

[hum]

The encounter of Jews with modernity produced a host of talented writers in many languages and countries. The class studies in translation a wide variety of these writers, e.g. Kafka, Agnon, Agnon, Bergelson, I.B. Singer, Primo Levi, Saul Bellow, Philip Roth, A.B. Yehoshua. Usually offered every second year. Will be offered in the fall of 2002. Mr. Band

NEJS 173b American Jewish Writers in the Twentieth Century

[hum]

American Jewish fiction in the 20th century presents a panorama of Jewish life from immigration through contemporary times. Short stories, novels, and memoirs illuminate how changing educational and occupational opportunities, transformations in family life, shifting relationships between the genders, and conflict between Jewish and American value systems have played themselves out in lives of Jewish Americans. Usually offered every second year. Will be offered in the fall of 2002. Ms. Fishman

NEJS 174a Promise and Fulfillment: Israeli Life in Hebrew Literature

[hum]

Open to all students.

Explores the achievements and problems of Israeli society as articulated by its leading writers read in their historical contexts. Readings in prose and poetry, including works by Amichai, Oz, Yehoshua, Grossman, Appelfeld, Shabtai, Caste-Blum, and others. Texts and discussion in English. Usually offered every second year. Last offered in the fall of 2001. Mr. Band

NEJS 174b Changing Roles of Women in American Jewish Societies

[hum]

Open to all students.

The lives of American Jews—and especially American Jewish women—have been radically transformed by demographic changes and by American Jewish feminism. These dramatic transformations affect secular and Jewish education for women, personal options and the formation of Jewish families, a growing participation of women in public Jewish life, and a new awareness of women's issues. Usually offered every fourth year. Will be offered in the spring of 2003. Ms. Fishman

NEJS 176a Seminar in American Jewish Fiction: Philip Roth and Cynthia Ozick

[hum]

Prerequisite: NEJS 172a, 173b, or 181b. No prerequisites for graduate students. Focusing in depth on the works of two major American Jewish writers, Philip Roth and Cynthia Ozick, and paying close attention to their development as artists and to the evolution of their explorations of Jewish themes, this course will offer students the opportunity to delve into each author's oeuvre. Usually offered every fourth year. Last offered in the spring of 2002. Ms. Fishman

NEJS 176b Modern Hebrew Literature in its Historical Contexts

[hum]

Prerequisite: Any 100 level Hebrew course or permission of the instructor. A literary analysis of significant modern Hebrew literary texts read in their historical contexts. Examines how literary texts embody the cultural currents of modern Jewish life, in both the Diaspora and in Israel. Texts and discussion in Hebrew. Usually offered every year. Will be offered in the fall of 2002. Mr. Band

NEJS 178a Hebrew Poetry Between the Two World Wars

[hum]

Prerequisites: HBRW 123a or b (formerly 110a or b) or permission of the instructor. Readings in the major modernist literary movements of Hebrew poetry after the age of Bialik: symbolism, expressionism, and imagism. The emergence of women's voices in Hebrew poetry. Poetic responses to political events in Europe and the Yishuv. Selections from Shlonsky, Alterman, U.Z. Greenberg, Vogel, Preil, Rahel, Bat-Miriam, and others. Texts and discussion in Hebrew. Usually offered every third year. Last offered in the fall of 2000. Staff

NEJS 180b Hebrew Prose in an Era of Revival

[hum]

Prerequisites: HBRW 123a or b (formerly 110a or b) or permission of the instructor. Hebrew short fiction and essays from 1881 to World War I. The critique of the shtetl; responses to the pogroms; use of the Hasidic story; loss of faith. Mendelev, Feilerberg, Ahad Ha'am, Brenner, Baron. Texts and discussion in Hebrew. Usually offered every third year. Last offered in the spring of 2001. Staff

NEJS 185a Topics in Israeli Social History

[hum]

Enrollment limited to 20.

Focuses on key topics in the shaping of the Israeli experience including: Zionist colonization, absorption or immigrants, shaping Jewish identity, personal and national, in a secular sense, and homeland/Diaspora relations. Comparative perspectives are employed. Usually offered every second year. Will be offered in the fall of 2002. Mr. Troen

NEJS 190b Jews on Screen

[hum]

Open to all students.

Survey course focusing on moving images of Jews and Jewish life in fiction and factual films. Includes early Russian and American silents, home movies of European Jews, Yiddish feature films, Israeli cinema, independent films, and Hollywood classics. Usually offered every second year. Last offered in the spring of 2002.

Ms. Rivo

NEJS 191b Jewish Life in Film and Fiction

[hum]

Film and fiction are windows through which we can view transformations in American Jewish life. This course concentrates on cinematic and literary depictions of religious, socioeconomic, and cultural change over the past half century. It does this through films and fiction, which reflected and helped to shape shifting definitions of the American Jew. Usually offered every third year. Last offered in the fall of 2000.

Ms. Fishman

NEJS 192b Ancient Greek-Speaking Judaism and Christianity

[hum]

Reading and interpretation of Greek Jewish and Christian texts that help us to understand the interrelationships between these two groups, as well as what separated them from each other. Greek track available for those with background in Greek. Usually offered every second year. Last offered in the spring of 2001.

Ms. Brooten

NEJS 193b Judaism and Healing

[hum]

Enrollment limited to 25.

Explores the vital and venerable tradition of Jewish professional involvement in medicine. Examines the historical and cultural roots of this phenomenon and the ways in which Jewish religion and culture provide technical, moral, and spiritual resources for physicians and health care professionals. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sender

NEJS 194b Film and the Holocaust

[hum]

Open to all students.

Examines the medium of film—propaganda, documentary, narrative fiction—relevant to the history of the Holocaust. The use of film to shape, justify, document, interpret, and imagine the Holocaust. Beginning with the films produced by the Third Reich, the course includes films produced immediately after the events as well as contemporary feature films. The focus will be how the film medium—as a medium—works to (re)present meaning(s). Usually offered every second year. Last offered in the spring of 2001.

Ms. Rivo

NEJS 196a Marriage, Divorce, and Sexual Ethics in Islamic Law

[hum]

Using law to understand Islamic gender discourses and Muslim women's lives, the class addresses broad areas where law and gender intersect jurisprudential method and classical doctrines; women's use of courts to settle disputes; and contemporary debates over legal reforms. Usually offered every year. Will be offered in the fall of 2002.

Ms. Ali

NEJS 197a Issues in Contemporary Arab Social and Political Thought

[nw hum]

Prerequisites: IMES 104a, NEJS 145b, and NEJS 147a. Enrollment limited to 15.

Introduces students to some of the major issues currently under sharp debate in Arab social and political thought. Topics include authenticity vs. modernity, heritage vs. renewal, secularism vs. fundamentalism, state vs. civil society, and globalization. Usually offered every third year. Last offered in the spring of 2000.

Staff

NEJS 197b Political Cultures of the Middle East

[nw hum]

Enrollment limited to 15.

Explores the way in which people make assumptions about power, authority, and justice. Focuses on Israel, Turkey, Iran, Lebanon, Syria, Egypt, and Iraq, explaining the nature of political power in these states. Usually offered every fourth year. Last offered in the spring of 2002.

Messrs. Makiya and Nakash

(200 and above) Primarily for Graduate Students**NEJS 201b Exodus: A Study in Method**

Prerequisite: A strong reading knowledge of biblical Hebrew and previous exposure to the critical study of the Hebrew Bible.

An examination of the Hebrew text of Exodus in relation to the methodologies of modern biblical scholarship. Particular attention to source criticism, form criticism, and the text in its ancient environment. Usually offered every fourth year. Will be offered in the fall of 2002.

Mr. Brettler

NEJS 206a Akkadian Literary Texts I

Usually offered every second year. Last offered in the fall of 2001.

Mr. Abusch

NEJS 206b Akkadian Literary Texts II

Usually offered every second year. Last offered in the spring of 2002.

Mr. Abusch

NEJS 207a Akkadian Mythological/Religious Texts I

Usually offered every second year. Will be offered in the fall of 2002.

Mr. Abusch

NEJS 207b Akkadian Mythological/Religious Texts II

Usually offered every second year. Last offered in the spring of 2001.

Mr. Abusch

NEJS 209a History and Memory in the Middle East

Prerequisite: NEJS 145b or the equivalent.

Explores some of the ways in which Middle Eastern writers (Arabs and Israelis) have treated major episodes and foundation myths in the 20th century. Our focus will be on the development of collective memories and the appearance of revisionist studies that challenge earlier accounts of history. Usually offered every third year. Last offered in the fall of 2000.

Mr. Nakash

NEJS 210b Biblical Hebrew Composition

Prerequisite: An advanced knowledge of Biblical Hebrew.

An advanced course in biblical Hebrew grammar. The grammar of biblical Hebrew will be reviewed and extended through translation of English prose and poetry into biblical Hebrew. Usually offered every fourth year. Last offered in the fall of 1998.

Mr. Brettler

NEJS 214b Intermediate Ugaritic

Prerequisite: NEJS 106b.

A review of grammar and continued reading in various Ugaritic texts. Usually offered every fourth year. Last offered in the fall of 2001.

Mr. Wright

NEJS 216a Current Trends in Jewish Studies

Examines works in Jewish studies that reflect the shifting currents in a variety of disciplines. The approach is generally thematic and chronological, ranging from historiographic treatises to provocative monographs and articles in literature, history, sociology, and religion. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Sheppard

NEJS 217b The Question of Palestine

An analysis of the relations between the Arab and the Jewish national communities in Palestine/Eretz Israel since the Balfour Declaration (1917); their protracted violent conflict, and periodical political negotiations, as well as the involvement of the Arab states and the Great Powers. Special one-time offering. Will be offered in the spring of 2003.

Mr. Maoz

NEJS 222b Research and Archival Methods in Modern Jewish History

A critical examination of research methodologies in the study of modern and American Jewish history, with special attention to primary sources and new historical approaches. Usually offered every third year. Last offered in the spring of 2000.

Mr. Sarna

NEJS 228a Jewish Mystical Literature

Prerequisite: Fluency in classical Hebrew and NEJS 124b, or the equivalent.

Intensive reading of classical sources in the original languages. Usually offered every second year. Last offered in the fall of 2001. Mr. Green

NEJS 235a Social History of the Middle East

Explores the major social transformations that have marked Middle Eastern history in the 19th and 20th centuries. The discussion covers such topics as tribal settlement, the village community, land reform, the Islamic city, urbanization, modernization and modernity, the family, the concept of "class," and the position of women. Usually offered every second year. Last offered in the fall of 2001.

Mr. Nakash

NEJS 237b Gender and Jewish Studies

Uses gender as a prism to enhance understanding of topics in Judaic studies such as Jewish history and classical Jewish texts, psychology, sexuality and gender role definition, literature and film, contemporary cultures, and religion. Undergraduates by permission of the instructor. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Fishman

NEJS 240b Seminar on Nationalism and Religion in the Middle East

Examines major issues in the development of nationalism and its interaction with religion in the Arab countries, Israel, Turkey, and Iran in the 20th century. Topics vary from year to year. Usually offered every second year. Last offered in the spring of 2001.

Mr. Levy

NEJS 245b Seminar on States and Minorities in the Middle East

Examines major issues in the relations between the state and ethnic and religious minorities in the Arab countries, Israel, Turkey, and Iran in the 20th century. Topics vary from year to year. Usually offered every second year. Last offered in the spring of 2001.

Mr. Levy

NEJS 258b Seminar on Modern Jewish History and Historiography

Strongly recommended for all graduate students in Judaic studies.

Usually offered every second year. Last offered in the fall of 2001.

Mr. Polonsky

NEJS 315-368 Reading Courses

Special tutorials for advanced graduate students.

NEJS 315a Readings in Contemporary Israeli Society

Ms. Kahn

317a and b Readings in Assyriology

Mr. Abusch

318a and b Readings in Sumerian

Mr. Abusch

320a and b Readings in Jewish Bibliography

Staff

321a and b Readings in Medieval Jewish

Philosophy

Staff

322a and b Readings in Modern Intellectual History

Mr. Sheppard

323b Readings in Modern Jewish Thought

Mr. Green

326a and b Biblical Literature

Mr. Brettler

328a and b Readings in Ancient Near Eastern Languages

Mr. Abusch

329a and b Readings in Ancient Near Eastern Religions and Cultures

Mr. Abusch

330a and b Readings in Israeli History

Ms. Freeze

331a and b Readings in Yiddish Literature

Ms. Kellman

332a and b Readings in American Jewish History

Mr. Sarna

333a and b Readings in the History of the Jews in Europe to 1800

Mr. Ravid

335a and b Readings in East European Jewish History

Mr. Polonsky

336b American-Jewish Cultural Studies

Mr. Whitfield

337a and b Readings in Talmudic and Midrashic Literature

Mr. Kimelman

338a and b Readings in History of Judaism

Mr. Kimelman

339a and b Readings in Ottoman History and Civilization

Mr. Levy

340a and b Readings in Modern Middle Eastern History

Mr. Levy

341a and b Readings in Holocaust History

Mr. Polonsky

342a Readings in the Dead Sea Scrolls

Mr. Brettler

342b Readings in the Dead Sea Scrolls

Mr. Wright

343a Readings in Bible and the Ancient Near East

Mr. Wright

344a Readings in Jewish Mysticism and Literature

Mr. Green

345a and b Readings in Bible and Ancient Near East Studies

Messrs. Brettler and Wright

347a and b Readings in the History of Spanish Jewry and the Iberian Diaspora in Europe

Mr. Ravid

348a and b Readings in the History of the Sephardim in the Near East

Mr. Levy

349a and b Readings in the Sephardi Experience in the New World

Mr. Sarna

350a and b Readings in Modern Middle Eastern Historiography

Mr. Nakash

352a and b Readings in the History of American Jewish Education

Mr. Sarna

356a and b Readings in American Jewish Museum Studies

Mr. Sarna

357a and b Readings in the History of Middle Eastern Jewry

Mr. Levy

360b Readings in Contemporary Jewish Literature and Life

Ms. Fishman

361a Readings in Modern Jewish History

Mr. Polonsky

361b Readings in Jewish Sociology

Ms. Fishman

362a Readings in Polish History 1764-1914

Mr. Polonsky

363a Readings in the History of Eastern Europe 1750-1947

Mr. Polonsky

363b Readings in the History of East-Central Europe

Mr. Polonsky

365a Readings in Islamic Literature

Staff

366a and b Doctoral and Postdoctoral Seminar on Early Judaism and Christianity

Ms. Brooten and Mr. Kimelman

367a Readings in Modern Hebrew Literature and Modern Jewish Culture

Mr. Mintz

368b American-Jewish Women's Literature
Ms. Antler

369a Readings in New Testament
Ms. Brooten

370b Readings in Language and Art
Ms. Ringvald

371a and b Readings in the History of Jewish Women in Medieval and Early Modern Times
Mr. Ravid

373a and b Readings in Russian Jewish History
Ms. Freeze

374a and b Readings in Hebrew Curriculum Design
Ms. Ringvald

376a and b Readings in Jewish Culture
Ms. Fishman

377a Readings: Late Ninetieth-Century Hebrew Manuscripts
Ms. Nevo-Hacohen

379a Readings: Hebrew Language and Culture
Staff

380a and b Readings in German-Jewish History
Mr. Shepard

381b Readings: Monuments and Cities
Mr. Makiya

NEJS 382a and b Readings in Jewish Education
Ms. Feiman-Nemser and Mr. Levisohn

NEJS 384a and b Readings in Medieval Jewish Philosophy
Mr. Sendor

NEJS 385a and b Readings in Liturgy
Mr. Kimelman

401d Dissertation Colloquium
Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.
Staff

Language Courses

Arabic, Chinese, Hebrew, Japanese, Yiddish:
See under separate headings elsewhere in this *Bulletin*.

Cross-Listed Courses

AMST 121a
The American Jewish Woman: 1890-1990s

ANTH 135a
Paradoxes of Peoplehood in Contemporary Israel

ANTH 149a
Archaeology of Egypt and Canaan in Ancient Times

HOID 108b
Greek and Roman Ethics: From Plato to the Stoics

HOID 111b
September 11: Roots and Aftermath

IMES 104a
Islam: Civilization and Institutions

IECS 150a
Jewish Identity and Italian Culture

JCS 287a
Methods in Jewish Community Research

WMNS 195b
The Woman's Voice in the Muslim World

An interdepartmental program Neuroscience

Courses of Study:
Major (B.A./B.S.)
Master of Science
Doctor of Philosophy

Objectives

Undergraduate Major

The major in neuroscience is designed to provide an interdisciplinary program of study of the neural mechanisms involved in the control of human or animal behavior. The major combines a strong foundation in basic science with more specialized courses in biology and psychology. This program is especially appropriate for students wishing to pursue further study in medicine, experimental psychology, or neuroscience.

Graduate Program in Neuroscience

The graduate program in neuroscience, leading to the M.S. and Ph.D. degrees, is designed to equip students with the advanced knowledge and training necessary to conduct research in this interdisciplinary field. The program comprises three broadly defined areas: behavioral neuroscience involves work with humans in neuropsychology, experimental cognitive neuroscience, and sensory psychophysics, etc.; cellular and molecular neuroscience provides training in electrophysiology, molecular biology, biophysics, and biochemistry appropriate to neurobiology; and computational and integrative neuroscience

trains students in the use of experimental and theoretical methods for the analysis of brain function. A typical program will consist of laboratory rotations as well as formal relevant courses, including an advanced course in the student's area of expertise.

How to Become an Undergraduate Major

The neuroscience major requires a strong science courseload. There is a meeting each fall at which interested students can meet with neuroscience faculty to discuss the major. The requirements are listed below and include many options. It is recommended that each major meet with his or her advisor to determine which options best satisfy each student's needs. Because of the number of basic science requirements, it is recommended that students begin enrolling in these courses early, especially those listed as prerequisites for advanced courses in the major. Students interested in senior research should contact prospective mentors by the spring of their junior year.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply here. Applicants for admission to the neuroscience program are also required to take the Graduate Record Examination. The student's undergraduate curriculum should include related fundamental science courses.

Students currently enrolled in other programs at Brandeis may elect to switch over to obtain a neuroscience Ph.D. if they have already met or will meet the degree requirements for the neuroscience degree.

Committee

John Lisman, Chair

(Biology, Center for Complex Systems)

Laurence Abbott

(Biology, Center for Complex Systems)

Susan Birren

(Biology, Center for Complex Systems)

Paul DiZio

(Psychology, Center for Complex Systems)

Irving Epstein

(Chemistry, Center for Complex Systems)

Leslie Griffith

(Biology, Center for Complex Systems)

Jeffrey Hall

(Biology, Center for Complex Systems)

Michael Kahana

(Psychology, Center for Complex Systems)

James Lackner

(Psychology, Center for Complex Systems)

Eve Marder, Graduate Advising Head

(Biology, Center for Complex Systems)

Christopher Miller

(Biochemistry, Center for Complex Systems)

Sacha Nelson, Undergraduate

Advising Head
(Biology, Center for Complex Systems)

Daniel Oprian

(Biochemistry, Center for Complex Systems)

Michael Rosbash

(Biology, Center for Complex Systems)

Robert Sekuler

(Psychology, Center for Complex Systems)

Piali Sengupta

(Biology, Center for Complex Systems)

Gina Turrigiano

(Biology, Center for Complex Systems)

Xiao-Jing Wang

(Physics, Center for Complex Systems)

Kalpna White

(Biology, Center for Complex Systems)

Arthur Wingfield

(Psychology, Center for Complex Systems)

Requirements for the Undergraduate Major

A. All students will be required to take the core course in neurobiology, NBIO 140b, and at least one core course in quantitative methods: BIOL 51b, NBIO 136b, NPHY 115a, NPSY 137b, PSYC 51a, or PSYC 210a. A course taken to satisfy the quantitative method requirement cannot also count as an elective course.

Students must choose one of the two tracks described below—Option I leading to a B.A. degree in neuroscience, or Option II leading to a B.S. degree in neuroscience.

Among courses offered to fulfill the requirements of this major: no course may be taken pass/fail and no more than one grade of D in a semester course will be allowed.

Option I: The B.A. Degree in Neuroscience

The standard neuroscience option is designed to provide students with a general background in neuroscience. In addition to the courses required of all candidates (listed above), students must take six semester courses from those courses listed below under Neuroscience Electives—at least two courses must be selected from each group. Students must also take at least nine semester courses from the Basic Science Electives.

Neuroscience Electives

Group 1: BCHM 100a, 101a, 102a, BIOL 22a (Formerly BIBC 22a), 22b, 42a, 50b, 103b, 105b (Formerly BIBC 105b), 111a, 149b, NBIO 47a, 136b, 143b, 145, 147a, 148b, and NPHY 115a.

Group 2: NPSY 12a, 22b, 120b, 125a, 127a, 137b, 154a, 159a, 172a, 174a, 175b, 196b, and 199a.

A student who has completed two courses in both groups may petition to substitute NEUR 98a, b, or NEUR 99d for one of the remaining two courses. Students must enroll in all laboratories that accompany electives used to satisfy these requirements. (BIOL 18a and b must be taken along with BIOL 22a and b, but no additional credit for the major will be received).

Basic Science Electives

The basic science electives include all courses numbered 10 and above in chemistry, computer science, mathematics, and physics. Courses numbered below 10 may not be included in this group. Laboratory courses are counted as one-half of a regular semester course.

Option II: The B.S. Degree in Neuroscience

The B.S. program is an intensive neuroscience option designed to provide students with a strong background in neuroscience and associated areas. In addition to the courses required of all candidates (listed above), students must take seven semester courses from those listed above in "Neuroscience Electives", with at least two courses selected from each group. Candidates for the B.S. must also take at least 10 semester courses from the offerings given above in "Basic Science Electives." Courses numbered below 10 may not be included in this group.

B. Honors Program

Candidates for honors in neuroscience must petition the program committee during the fall of their senior year to enter the Senior Honors Program. Candidates must enroll in NEUR 99d to carry out a senior research project and oral defense.

Combined B.S./M.S. Program

Candidates for honors in neuroscience may be admitted to a special four-year B.S./M.S. program upon recommendation of the Neuroscience Program and approval by the Graduate School. Application must be made by May 1 preceding the senior year. Applications should include a proposed course of study specifying how the degree requirements will be met, a transcript, and a brief description of the proposed research project. To qualify for the B.S./M.S. degree in neuroscience students must complete a total of 38 courses. These courses must include those needed to satisfy the requirements for the B.S. degree, as indicated above, plus three additional electives chosen from the neuroscience electives listed above. Of the 10 electives required for the B.S./M.S. degree, at least six must be at the graduate level (and completed with a grade of B- or above). In addition, a substantial research contribution is required and students must submit a research thesis to the neuroscience graduate committee for review. A thesis submitted for the master's degree may also be submitted for honors in neuroscience.

Requirements for the Degree of Master of Science

Graduate students will be eligible for an M.S. in neuroscience if they complete six graduate level courses in neuroscience or related fields to be agreed upon with the neuroscience advising head with a grade of B- or better, and a research project. The six courses will include at least one each in the three subareas of neuroscience (behavioral, cellular and molecular, and computational neuroscience), and M.S. candidates must either take NBIO 140b or have taken its equivalent before entering the program. The research component can be met by satisfactory performance in three or four laboratory rotations (including submission of written rotation reports) or submission of a research thesis to the Neuroscience Graduate Committee for review.

Residence Requirement

The minimum residence requirement for the M.S. degree is one year.

Requirements for the Degree of Doctor of Philosophy

Program of Study

NBIO 140b (Principles of Neuroscience) is required. Students must complete at least three, 12-week laboratory rotations, at least two of which must be in neuroscience labs. One such lab

may be in a Brandeis non-neuroscience lab. They also must complete at least six graduate-level courses relevant to their area of interest, with a course program to be agreed upon by the advising head of the subarea, the student, and the advisor. These must include at least three neuroscience courses, and at least one not in the student's own subarea. Other courses should be relevant graduate level courses (such as molecular biology or biochemistry for the molecular and cellular students, advanced statistics for the behavioral neuroscience students, etc.). First and second year students shall enroll in NBIO 250d (Neuroscience Proseminar) and all students should enroll in NBIO 306d (Topics in Neurobiology). All students are required to take CONT 300b (Ethical Practice in Health-Related Sciences), typically in the spring of their first year.

The suggested schedule of course work for the first two years is the following:

First Year

Fall: NBIO 140b, NBIO 148b, NBIO 250d, and NBIO 306d.

Spring: CONT 300b, NBIO 145b, NBIO 250d, NBIO 306d, and one course selected from the Neuroscience Electives.

Second Year

Fall: NBIO 250d, NBIO 306d and one course selected from the Neuroscience Electives.

Spring: NBIO 250d, NBIO 306d and one course selected from the Neuroscience Electives.

Qualifying Examination

Complete two proposition-type qualifying exams. One of these shall be in the field of neuroscience, but not directly related to the student's thesis work (end of first year). One shall be in the form of a formal thesis proposal (end of second year).

Teaching Requirement

As part of their Ph.D. training, students act as teaching fellows for two semesters in courses taught by neuroscience faculty.

Residence Requirement

The minimum residence requirement is three years.

Dissertation and Final Oral Examination

Complete a Ph.D. thesis in the field of neuroscience. Normally this work would be carried out in the laboratory of one of the members of the neuroscience training faculty. After submission of the dissertation, the candidate will be expected to present the principal results of his or her work and its significance during an examination in defense of the dissertation. A public seminar to the University community is also required.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

NPSY 11b Introduction to Behavioral Neuroscience

(formerly PSYC 11b)

[ss]

Prerequisite: PSYC 1a or MATH 10a, or permission of the instructor. This course may not be repeated for credit by students who have taken PSYC 11b in previous years.

Data and theories regarding current conceptions of brain-behavior relationships. Begins with an introduction to neural systems as classically defined (sensory,

association, motor, autonomic), and moves on to examination of the biological underpinnings of various behaviors, from those relating to basic drives (reproduction, feeding) to those with a cognitive flavor. Throughout, the accent is on interactions between organisms and environment (learning). Usually offered every year. Will be offered in the spring of 2003.

Mr. Katz

NPSY 12a Sensory Processes

[ss]

Prerequisite: PSYC 1a, or MATH 10a, or permission of the instructor.

Examines the human senses, emphasizing sight and hearing, studied from standpoints of anatomy, physiology, and psychophysics. Insights from the study of special observers including developmentally immature

humans, members of nonhuman species, and people with abnormal sensory systems. Usually offered every year. Will be offered in the fall of 2002.

Mr. Sekuler

NPSY 22b Introduction to Cognitive Neuroscience

[ss]

Prerequisite: PSYC 1a or MATH 10a, and sophomore standing in psychology or neuroscience.

Cognitive factors in perception, attention, memory, and language. Experimental investigations will be emphasized. Usually offered every year. Will be offered in the spring of 2003.

Messrs. Kahana and Wingfield

NEUR 98a Readings in Neuroscience*Signature of the instructor required.*

Usually offered every year.

Staff

NEUR 98b Readings in Neuroscience*Signature of the instructor required.*

Usually offered every year.

Staff

NEUR 99d Senior Research*Signature of the instructor and the senior honors coordinator required.*

A year-long, two-semester course involving the student in an independent research project conducted under the supervision of a staff member and serving as an intensive introduction to specific methods of neuroscience research. In cases where students are able to do unusually long, intensive work in the laboratory, they may request a third course credit during the petition process; if this request is approved by the senior honors coordinator, students should register for NEUR 99d (fall) followed by NEUR 99e (spring). The combined enrollments for Senior Research may not exceed three semester course credits. To fulfill the NEUR 99 requirements, students must (1) submit to their research sponsor, at the conclusion of their first NEUR 99 semester, a paper that reviews the literature pertinent to their field of research, and (2) submit to their research sponsor, at the conclusion of their second NEUR 99 semester, a senior thesis that includes an abstract, an introduction, a review of materials and methods, results, discussion, and references. Usually offered every year.

Staff

NEUR 99e Senior Research*Signature of the instructor and the senior honors coordinator required.*

See NEUR 99d for course description.

Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

NPHY 115a Dynamical Systems, Chaos, and Fractals

[sn]

Prerequisite: PHYS 10a or 11a, MATH 21a, MATH 36a, or approved equivalents.

Advanced introduction to the theory of nonlinear dynamical systems, bifurcations, chaotic behaviors, and fractal patterns. Concepts and analysis are illustrated by examples from physics, chemistry, and biology. The course will be complemented by a significant number of computer labs. Usually offered every second year. Last offered in the spring of 2001.

Mr. Wang

NPSY 120b Man in Space

[sn ss]

Enrollment limited to 25.

Topics include how orbital flight is achieved, spacecraft life support systems, circulatory dynamics, sensory-motor control and vestibular function in free fall, and the physiological and psychological adaptations necessary in space flight, and how astronauts must readapt on return to Earth. Usually offered every year. Last offered in the spring of 2002.

Mr. Lackner

NPSY 125a Advanced Topics in Perception and Adaptation

[sn ss]

Enrollment limited to 10.

Covers current issues and theories in vision, vestibular function, proprioception, and adaptation to unusual force environments from psychological and biological perspectives. Usually offered every third year. Last offered in the fall of 2000.

Mr. Lackner

NPSY 127a Motor Control

[ss]

Prerequisites: NPSY 11b (formerly PSYC 11b) and NPSY 12a or permission of the instructor. Enrollment limited to 20.

Surveys control of posture, movement, gesture, and speech from various perspectives including muscle properties, reflex organization, central neural mechanisms, spatial representations, and learning, and development. Emphasizes research in physiology, psychology, biomechanics, and artificial intelligence. Usually offered every second year. Last offered in the fall of 2001.

Mr. DiZio

NBIO 136b Computational Neuroscience

[sn]

Prerequisites: MATH 10a or PHYS 10a and 10b or approved equivalents.

An introduction to the development, analysis, and computer simulation of mathematical models. Topics include modeling of neurons, neural networks, population dynamics, magnetic systems, nonlinear oscillations, and chaotic systems. Usually offered every second year. Last offered in the spring of 2002.

Mr. Abbott

NPSY 137b Cognitive Modeling

[sn ss]

Prerequisites: MATH 10b and PSYC 51a or NPSY 136b. Enrollment limited to 18.

A general introduction to the construction and simulation of mathematical models of human cognitive processes. The major emphasis will be on models of human learning and memory. Students will be expected to have some background in computer programming. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Kahana

NBIO 140b Principles of Neuroscience

[sn]

Prerequisite: BIOL 22b or permission of the instructor.

Basic principles of neurobiology. Topics include ion channels and their role in generating resting and action potentials; basics of synaptic physiology and pharmacology; neural circuits underlying behavior, learning, and mental illness. Usually offered every year. Will be offered in the fall of 2002.

Ms. Marder

NBIO 143b Developmental Neurobiology

[sn]

Prerequisite: BIOL 22b or permission of the instructor.

Discusses the mechanisms used in the development of the nervous system. Topics include determination of neuronal cell fates, neuronal differentiation and pattern formation, and mechanisms responsible for generation of connectivity in the nervous system. Usually offered every second year. Last offered in the spring of 2002.

Ms. Sengupta

NBIO 145b Systems Neuroscience

[sn]

Prerequisite: NBIO 140b.

Deals with the fundamental issues relating to the function of the central nervous system. Topics covered include perception, memory, consciousness, and action. Emphasizes the insight that can be gained by multiple perspectives, in particular: anatomy, cellular physiology, in vivo recordings from awake-behaving animals, psychophysics (behavior), and computational modeling. Usually offered every year. Last offered in the spring of 2002.

Mr. Lisman

NBIO 147a Neurogenetics

[sn]

Prerequisites: BIOL 18a and BIOL 22a (formerly BIBC 22a). Signature of the instructor required.

Development and function of the nervous system and responses of excitable cells studied in neurological and behavioral mutants. Characterization and manipulation of genes, defined by these mutations and using molecular biological tools. Organisms: microbes, roundworms, fruit flies, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to visual and chemical stimuli, biological rhythms, and reproductive behavior. Usually offered every third year. Last offered in the spring of 2001.

Mr. Hall

NBIO 148b Cellular Neuroscience

(formerly NBCH 148b)

[sn]

Prerequisite: NBIO 140b or permission of the instructor. May be taken concurrently with NBIO 140b. This course may not be repeated for credit by students who have taken NBCH 148b in previous years. Focuses on the ionic and molecular basis of action and synaptic potentials with special emphasis on cellular mechanisms of plasticity. Students examine the Hodgkin-Huxley experiments on axonal action potentials and the original research literature dealing with all aspects of synaptic transmission, neuronal excitability, and their plasticity. Usually offered every year. Will be offered in the fall of 2002.

Ms. Turrigiano

NPSY 154a Human Memory

[sn ss]

Prerequisite: NPSY 22b. Enrollment limited to 18.

Presents a systematic analysis of current memory research and theory with an emphasis on list learning experiments and neural network models. Usually offered every third year. Last offered in the spring of 2000.

Mr. Kahana

NPSY 159a Advanced Topics in Episodic Memory

[ss]

Prerequisite: NBIO 140b or NPSY 154a, and permission of the instructor. Signature of the instructor required.

Deals with current topics in the study of episodic memory. Discussions and readings on topics such as memory for temporal order, category learning, associative symmetry, item versus associative recognition, theories of search in free recall, and the memory systems controversy. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Kahana

NPSY 174b Visual Cognition

[ss sn]

Prerequisite: NPSY 12a or permission of the instructor.

Higher-order processes in vision. Visual impact of cognitive and other top-down influences, including attention, expectation, plasticity, and learning. Focus on visual recognition, contour formation, segmentation, temporal binding, face and object perception. Studies of visual perception in brain-damaged individuals. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sekuler

NPSY 175b The Neuroscience of Vision

[sn ss]

Prerequisite: NPSY 12a or permission of the instructor.

Examines the neural basis of human vision from several complementary perspectives. Relates visual capacities of human observers to the structure and function of the visual system. Considers computational and functional neuroimaging approaches to vision. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Sekuler

NPSY 196b Advanced Topics in Cognition

[sn ss]

Prerequisite: NPSY 159a or permission of the instructor. Signature of the instructor required.

This seminar covers current issues and research in memory, speech perception, and processing resource limitations. Emphasis will be placed on the current literature in the field. Usually offered every year. Will be offered in the fall of 2002.

Mr. Wingfield

NPSY 197a Advanced Topics in Behavioral Neuroscience

[ss]

Prerequisites: NPSY 11b (formerly PSYC 11b) or NBIO 140b, or permission of the instructor. Signature of the instructor required.

Covers current research and issues pertaining to the neurobiology of perception (focusing mainly but not exclusively on perception of chemosensory signals) as well as the neurobiology of simple learning. Usually offered every year. Will be offered in the fall of 2002.

Mr. Katz

NPSY 199a Human Neuropsychology

[sn ss]

Prerequisite: NPSY 22b or NBIO 140b, or permission of the instructor.

Designed as an introduction to human neuropsychology. Topics include cerebral dominance, neuroanatomical mapping, and localization of function, with special reference to language, memory, and related cognitive function. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Wingfield

(200 and above) Primarily for Graduate Students**NPSY 207b Seminar in Perception**

(Formerly PSYC 207b)

Examines the various aspects of visual, vestibular, motor, and proprioceptive information by which objects and events in three-dimensional space are perceived by human observers. Current research in psychology and in artificial intelligence is considered. Usually offered every second year.

Mr. Lackner

NBIO 250d Neuroscience Proseminar

Limited to first- and second-year neuroscience Ph.D. students.

Required seminar for first- and second-year graduate students in the neuroscience Ph.D. program. Discusses relevant papers from the current literature with an emphasis on increasing oral presentation skills, experimental design, and proposal writing. Usually offered every year.

Ms. Marder

NEUR 298a and b Readings in Neuroscience

Usually offered every year.

Staff

NEUR 299a and b Master's Research Project

Usually offered every year.

Staff

NEUR 300d Laboratory Rotations

Staff

NBIO 306d Topics in Neurobiology

Usually offered every year.

Ms. Birren

NBIO 340d Computational and Systems Neurosciences

Usually offered every year.

Mr. Abbott

NPHY 341b Neural Computation

An advanced graduate seminar on current theoretical issues dealing with the dynamics and information processing of neural systems. Usually offered every year.

Mr. Wang

NEUR 401d Dissertation Research

Independent research for the Ph.D. degree.

Specific sections for individual faculty members as requested.

Staff

CONT 300b Ethical Practice in Health-Related Sciences

Required of all first-year graduate students in health-related science programs. Not for credit.

Scientists are becoming increasingly aware of the importance of addressing ethical issues and values associated with scientific research. This course, taught by University faculty from several graduate disciplines, will cover major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies will be complemented by two public lectures during the course. Usually offered every year.

Mr. Fulton

Cross-Listed Courses**BIOL 149b**

Molecular Pharmacology

An interdepartmental program

Peace and Conflict Studies

Courses of Study:
Minor

Objectives

Since the end of World War II, peace and conflict studies (PAX) has emerged as an interdisciplinary area of inquiry drawing on social science, the humanities, the creative arts, and science in efforts to understand reasons for war and possible ways of resolving conflicts without resorting to violence. In the last few years, for many people the primary focus of inquiry is shifting from the Cold War and the nuclear threat to conflict resolution in small and large contexts. Along with the larger goal of ending war altogether, the Brandeis program reflects this tendency.

This is a time to examine the many meanings of "security," to investigate the nature of power and political participation and to develop ideas and ways of addressing conflicts that honor the integrity of all parties involved. This is a time, in other words, to learn alternatives to violence and a time to learn the ways of disarmament and ending of war.

How to Become a Program Member (Minor)

Students who wish to take peace and conflict studies as a minor in addition to their major can construct an individually tailored minor in consultation with program advisors on the Peace and Conflict Studies Committee.

Committee

Gordon Fellman, Chair
(Sociology)

Silvia Arrom
(Latin American Studies)

Seyom Brown
(Politics)

Steven Burg
(Politics)

Cynthia Cohen
(International Center for Ethics, Justice and Public Life)

David Cunningham
(Sociology)

Reuven Kimelman
(Near Eastern and Judaic Studies)

Robert Lange
(Physics)

Richard Parmentier
(Anthropology)

John Schrecker
(History)

Silvan Schweber
(Physics)

Andreas Teuber
(Philosophy)

Dessima Williams
(Sociology)

Requirements for the Minor

Students are to take six required courses, configured this way:

A. Two core requirements (comprehensive course or project).

1. SOC 119a (War and Possibilities of Peace).

2. *Either* PAX 92a/b (Internship in Peace and Conflict Studies) *or* a senior honors thesis.

The internship consists of at least 10 hours a week in a social change organization in the greater Boston area or, if the student is abroad, an appropriate equivalent. The intern is supervised by a PAX professor or staff person, keeps a daily journal, presents and does the reading of a bibliography on the topic of the internship and its larger framework, and writes a paper of 15-20 pages at the end of the internship. The student is expected to meet weekly or biweekly with the supervisor and to email weekly or biweekly if doing the work abroad. Internships are organized around but not limited to those we find through the Hiatt Career Center.

The senior thesis is undertaken in the student's major, on a topic central to peace and conflict studies. With the department's permission, a member of the PAX Faculty Committee will serve on and represent the PAX Program on the thesis committee.

B. Two or more core electives: At least two courses (and up to four) from this list. Core electives must be taken in at least two different departments.

Core electives include courses that offer critical analyses of violence and non-violence and that consider information, ideas, and examples of productive ways of resisting violence and working toward peace and justice (what in the peace studies field is called "positive peace," as distinct from "negative peace," which is the absence of war but not of conditions that appear to lead to war). These courses offer perspectives on major institutions and possible alternatives, explore some strategies for change, and encourage students to envision and work toward a world based more on positive peace than on negative peace or war.

C. Maximum of two related electives: No more than two courses from this list can count to meet requirements for the minor, and they must be taken in different departments.

These courses relate directly or indirectly to international, domestic, organizational, intergroup, interpersonal, or personal conflict and also include consideration of perspectives that promote understanding, reconciliation, and transformation. They need not focus on violence and non-violence, positive peace or encouraging students to envision positive peace. Students may apply courses from the "core electives" list that they have not taken to fulfill core requirements, to this requirement.

D. Students are urged to take at least one course from a school other than Social Science to fulfill their PAX requirements.

E. Students may petition the PAX Committee for special consideration of courses not listed here that the student wishes to propose as appropriate for her/his PAX minor.

Courses of Instruction

PAX 92a and b Internship in Peace and Conflict Studies

Signature of the instructor required.
Usually offered every year.

Staff

PAX 110a International Nonviolent Initiatives

[ss]

Explores the potential of nonviolent struggle and related efforts to reduce violence worldwide. The sociological mechanisms and ethical outlooks of forms of "nonviolence" are studied, as well as the workings of "people power" on five continents. Usually offered every year.

Mr. Irwin

PAX 120b Inner Peace and Outer Peace

[ss]

Enrollment limited to 20.

Examines the relationship between inner state and effective peace-making at levels ranging from the self within itself to interpersonal, intergroup, and international relations. Addresses concerns about structural change and the relationship between inner state, peace-building, and justice seeking. Special one-time offering.

Staff

PAX 186a Introduction to Intercommunal Coexistence

[ss]

Enrollment limited to 15. Required for students selected as Ethics and Coexistence Fellows.

Investigates the emerging field of intercommunal coexistence, partly through case studies, and by analyzing "coexistence," "tolerance," "reconciliation," and related concepts. Investigates methods of intercommunal work, including encounter, dialogue, activism, and the arts. Considers tensions between coexistence and values of equity and justice. Usually offered every spring.

Ms. Cohen

Core Requirements

PAX 92a and b Internship in Peace and Conflict Studies

Signature of the instructor required.
Usually offered every year.

Staff

SOC 119a War and Possibilities of Peace

[ss]

Ponders the possibility of a major "paradigm shift" under way from adversarialism and war to mutuality and peace. Examines war culture and peace culture and points in between, with emphases on the role of imagination in social change, growing global interdependence, and political, economic, gender, social class, and social psychological aspects of war and peace. Usually offered every year.

Mr. Fellman

The following courses are approved for the minor. Not all are given in any one year. Please consult the *Course Schedule* each semester.

Core Elective Courses

LGLS 130a

Conflict Analysis and Intervention

PAX 110a

International Nonviolent Initiatives

PAX 186a

Introduction to Intercommunal Coexistence

PHIL 19a

Human Rights

POL 127b

Seminar: Managing Ethnic Conflict

POL 161b

Causes and Prevention of War

POL 163a

Seminar: Human Rights and International Relations

SOC 112b

Social Class and Social Change

SOC 153a

Sociology of Empowerment

WMNS 5a

Women in Culture and Society: A Multidisciplinary Perspective

Related Elective Courses

AAAS 60a

Economics of Third World Hunger

AAAS 80a

Economy and Society in Africa

AAAS 123a

Third World Ideologies

AAAS 126b

Political Economy of the Third World

AMST 143a

War and the American Imagination

AMST 175a

Violence in American Life

ANTH 139b

Language, Ethnicity, and Nationalism

BISC 2a

Human Reproduction, Population Explosion, Global Consequences

BIOL 17b

Conservation Biology

CHSC 3a

The Planet as an Organism: Gaia Theory and Human Prospect

ECON 33a

Business in the Global Economy

ECON 57a

Environmental Economics

HIST 139b

Fascism East and West

HIST 186b

War in Vietnam

HOID 111b

September 11: Roots and Aftermath

LGLS 120a

Sex Discrimination and the Law

LGLS 124b

Law and Development: International Perspectives

LGLS 125b

International Law, Organizations, and Conflict Resolution

NEJS 132B

Ethics and the Jewish Political Tradition

NEJS 147b

The Arab-Israeli Conflict

PHIL 20a

Social and Political Philosophy

POL 15a

Introduction to International Relations

POL 144a

Latin American Politics I

POL 144b

Latin American Politics II

POL 178a

Seminar: International Politics of the Pacific

SOC 107a

Global Apartheid and Global Social Movements

SOC 157a

The Sociology of the Israeli-Palestinian Confrontation

SOC 161a

Society, State, Power: The Problem of Democracy

Department of Philosophy

Courses of Study:
Minor
Major (B.A.)

Objectives

The primary concern of philosophy is to explore ideas that are central to the ways we live and that we commonly use without much reflection, ideas such as truth and justice, the notion of consciousness, and good and evil. In the course of our daily lives we take the ideas of time, language, knowledge, and our own identity for granted. Philosophy seeks to push our understanding of these ideas deeper. It is the systematic study of ideas that is fundamental to all the other disciplines taught at the University—the sciences, social sciences, humanities, and the arts.

The skills philosophy helps to develop—critical thinking, sound reasoning, enlightened use of one's imagination, and the capacity to analyze complex issues—are invaluable in the study of any subject or the pursuit of any vocation. Philosophy is unavoidable: every thoughtful individual is gripped by philosophical questions and is guided by assumptions that the study of philosophy brings explicitly to light and puts into larger perspective.

How to Become a Major

To become a major in philosophy, students must take PHIL 1a (Introduction to Philosophy), a logic course, a course in the history of philosophy, and five additional courses. Four of the courses required for the degree in philosophy must be advanced and must also meet a distribution requirement. To be a candidate in honors, seniors must complete an Honors Thesis. For further information contact the undergraduate advising head.

Faculty

Jerry Samet, Chair

Philosophy of mind. Philosophy of psychology. Cognitive science. History of philosophy. Philosophy of science.

Alan Berger

Logic. Philosophy of science. Philosophy of language.

Robert Greenberg

Metaphysics. History of philosophy. Kant.

Eli Hirsch, Undergraduate Advising Head

Metaphysics. Epistemology. Medical ethics.

Linda Hirshman

Political philosophy. Women's studies.

Marion Smiley

Moral, social, and political philosophy.

Jacqueline Taylor

Ethics. History of ethics. Moral psychology. History of modern philosophy. Hume. Feminist philosophy.

Andreas Teuber, Advisor to Minors

Political philosophy. Moral philosophy. Aesthetics. Modern social theory. History of political thought.

Palle Yourgrau

Philosophy of language. Philosophy of mathematics. Philosophy of time. Greek philosophy.

Requirements for the Major

Philosophy courses consist of the following categories:

PHIL 1a (Introduction to Philosophy); Ethics/Political and Social Philosophy (courses numbered 10-34 and 110-134); Language/Knowledge/Metaphysics (PHIL courses numbered 35-59, 135-146, 191a and LING 130a); History (PHIL courses numbered 60-84, 160-184 and AMST 186b); Logic (PHIL 6a, 7a, and 106b); PHIL 191a (Senior Seminar); PHIL 98a,b (Readings in Philosophy); and PHIL 99d (Senior Research).

Advanced courses are those numbered 99d and above. PHIL 98a,b is advanced only if specified by the instructor.

Courses counted toward the major cannot be taken pass/fail.

Required of all candidates: *Eight* semester courses in philosophy (including PHIL and cross-listed courses), conforming to the following provisions:

A. At least four must be advanced courses. (Those numbered 99 and above.)

B. PHIL 1a (Introduction to Philosophy) must be completed within one year of declaring a philosophy major. (At the time of declaring a major, students who have taken a USEM course focused primarily on philosophical texts, as well as others who already have a background in philosophy prior to coming to Brandeis, may petition the undergraduate advising head to have the PHIL 1a requirement waived.) Please note that PHIL 28a also fulfills this requirement.

C. At least one must be a course in history.

D. At least one must be a course in logic.

E. At least one must be an advanced course in ethics/political and social philosophy.

F. At least one must be an advanced course in language/knowledge/metaphysics.

G. No more than one semester course in PHIL 98 and one semester in 99 will count toward fulfilling the major requirements.

This department participates in the European cultural studies major.

Requirements for the Minor

The minor has four "tracks"; each track consists of five courses. Students are required to declare a minor by the beginning of their senior year. Prospective minors are encouraged to begin their course of study with PHIL 1a. Students who have taken a USEM course focused primarily on philosophical texts, as well as others who already have a background in philosophy, may petition the minor advisor to have the PHIL 1a requirement of tracks 2, 3, and 4 waived.

Courses counted toward the minor *cannot* be taken pass/fail.

Track 1: Language, Logic, and the Philosophy of Science

A. *One* logic course: 6a, 106b.

B. *Three* of the following: Contemporary Analytic Philosophy, Philosophy of Mathematics, Philosophy of Science, Philosophy of Social Science, Philosophical Problems of Space and Time, Philosophy of Psychology, Topics in Logic, Philosophy of Language, Topics in the Philosophy of Language, Mathematical Logic, a PHIL 98a or b, or a PHIL 191a in this area.

C. *One* free elective in philosophy (from among the PHIL and cross-listed offerings).

D. Two of the above must be advanced courses.

Track 2: Value Theory: Ethics, Politics, Society, Religion, and Art

A. Introduction to Philosophy.

B. *Three* courses selected in ethics/political and social philosophy (a PHIL 98a,b or a PHIL 191a in this area may also count).

C. *One* free elective in philosophy (from among the PHIL and cross-listed offerings).

D. Two of the above must be advanced courses.

Track 3: Metaphysics and the Philosophy of Mind

A. Introduction to Philosophy.

B. *Three* of the following: Metaphysics, Philosophy of Mind, Innate Knowledge, Philosophy of Psychology, Personal Identity, Topics in the Philosophy of Language, Contemporary Analytic Philosophy, Philosophy of Language, Theory of Knowledge, a PHIL 98a or b, or a PHIL 191a in this area.

C. *One* free elective in philosophy (from among the PHIL and cross-listed offerings).

D. Two of the above must be advanced courses.

Track 4: General Minor

A. Introduction to Philosophy

B. *Four* electives in philosophy, three of which originate in the philosophy department. (Approval of the student's program by the minor advisor is required.)

C. Two of the above must be advanced courses.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

PHIL 1a Introduction to Philosophy [hum]

Enrollment varies according to instructor. A general course presenting the problems of philosophy, especially in the areas of metaphysics, epistemology, ethics, and social and political philosophy. Texts will include works of selected philosophers of various historical periods from antiquity to the present. Usually offered every semester. Will be offered in the fall of 2002. Messrs. Berger, Greenberg, Hirsch, Samet, Teuber, and Yourgrau

PHIL 6a Introduction to Symbolic Logic [hum]

Symbolic logic provides concepts and formal techniques that elucidate deductive reasoning. Topics include truth functions and quantifiers, validity, and formal systems. Usually offered every year. Will be offered in the fall of 2002. Messrs. Berger and Samet

PHIL 12b Philosophy and Literature [hum]

Enrollment limited to 20. A philosophical exploration of major literary texts by Shakespeare, Milton, Swift, Austen, Brontë, Eliot, and Hardy, among others. Usually offered every second year. Last offered in the fall of 2001. Staff

PHIL 17a Introduction to Ethics [hum]

Explores the basic concepts and theories of ethical philosophy. What makes a life good? What are our moral obligations to other people? Applications of ethical philosophy to various concrete questions will be considered. Usually offered every year. Will be offered in the fall of 2002. Ms. Smiley

PHIL 19a Human Rights [hum]

Enrollment limited to 100. Examines international human rights policies and the moral and political issues to which they give rise. Includes civilians' wartime rights, the role of human rights in foreign policy, and the responsibility of individuals and states to alleviate world hunger and famine. Usually offered every second year. Will be offered in the fall of 2002. Mr. Teuber

PHIL 20a Social and Political Philosophy: Democracy and Disobedience [hum]

Enrollment limited to 100. Focuses on the relation of the individual to the state and, in particular, on the theory and practice of non-violent resistance, its aims, methods, achievements, and legitimacy. Examines the nature of obligation and the role of civil disobedience in a democratic society. Explores the conflict between authority and autonomy and the grounds for giving one's allegiance to any state at all. Examples include opposition to the nuclear arms race, disobedience in China and Northern Ireland and at abortion clinics. Usually offered every second year. Will be offered in the fall of 2002. Mr. Teuber

PHIL 22b Philosophy of Law [hum]

Examines the nature of criminal responsibility, causation in the law, negligence and liability, omission and the duty to rescue, and the nature and limits of law. Also, is the law more or less like chess or poker, cooking recipes, or the Ten Commandments? Usually offered every second year. Last offered in the spring of 2002. Mr. Teuber

PHIL 23b Biomedical Ethics

[hum]

Enrollment limited to 50.

An examination of ethical issues that arise in a biomedical context, such as the issues of abortion, euthanasia, eugenics, lying to patients, and the right to health care. The relevance of ethical theory to such issues will be considered. Usually offered every second year. Last offered in the summer of 2001.
Mr. Hirsch

PHIL 24a Philosophy of Religion

[hum]

An introduction to the major philosophical problems of religion. The existence of God, "God-talk," evil and suffering, mystical experiences, life after death, free will and determinism, the relation of religion to morality. Usually offered every year. Last offered in the spring of 2002.
Mr. Hirsch

PHIL 28a Western Philosophical Tradition: Feminist Perspectives

[hum]

Fulfills the PHIL 1a requirement for the major. Enrollment limited to 35.

Examines works by philosophers such as Aristotle, Locke, and Hume who have shaped western views of morality and political life, alongside the works of contemporary feminist theorists (including Martha Nussbaum, Annette Baier, and Susan Moller Okin) who appropriate or critique the traditional views. Some works [by, e.g., Uma Narayan and Bhikhu Parekh] that raise concerns about the relevance of the western tradition for non-western and multicultural societies are also examined. Attention is given to the different ways that we might conceive the relationship between virtue and flourishing, sympathy and community, and autonomy and personhood. Usually offered every second year. Will be offered in the fall of 2002.
Ms. Taylor

PHIL 35a Philosophy of Science

[hum]

Philosophers in the 20th century have often taken scientific activity to be the ideal source of our knowledge about the world. Discusses the problems involved in the analysis of the principles and methods of scientific activity, with an eye to assessing this claim. Usually offered every second year. Last offered in the fall of 2001.
Messrs. Berger and Hirsch

PHIL 37a Philosophy of Language

[hum]

Theories of meaning, reference, and methodological issues in account of language and translation. Readings from contemporary sources. Usually offered every year. Will be offered in the fall of 2002.
Messrs. Berger, Hirsch, and Yourgrau

PHIL 38b Philosophy of Mathematics

[hum]

Prerequisite: A course in logic or permission of the instructor. Enrollment limited to 20.

Basic issues in the foundations of mathematics will be explored through close study of selections from Frege, Russell, Carnap, and others, as well as from contemporary philosophers. Questions addressed include: What are the natural numbers? Do they exist in the same sense as tables and chairs? How can "finite beings" grasp infinity? What is the relationship between arithmetic and geometry? We explore the classic foundational "programs": logicism, formalism, and intuitionism. Usually offered every third year. Last offered in the fall of 2000.
Messrs. Berger and Yourgrau

PHIL 39b Philosophy of Mind

[hum]

Enrollment limited to 30.

Topics include the mind-body relation, the emotions, identity and consciousness, knowledge of one's own mind and other minds, reductionism, philosophical implications of recent work in neuroscience, cognitive science, and artificial intelligence. Usually offered every second year. Last offered in the spring of 2001.
Mr. Samet

PHIL 66b Contemporary Analytic Philosophy

[hum]

Covers major figures and schools of philosophy in the 20th century. A basically historical treatment of this period, stressing its continuity with the modern period. Emphasis on the role of logic and language in solving philosophical problems, such as the possibility of doing metaphysics, and whether there are *a priori*, necessary, or analytic truths. Usually offered every second year. Last offered in the fall of 2001.
Messrs. Berger, Greenberg, and Hirsch

PHIL 71a Medieval Philosophy

[hum]

Examines the period from Augustine to William of Occam and considers the nature of humans in the philosophies of Averroes, Maimonides, and Aquinas. Brief preparatory study of relevant background in Plato and Aristotle. Usually offered every fourth year. Last offered in the spring of 1998.
Staff

PHIL 74h Foundations of American Pragmatism

[hum]

Introduction to American instrumentalism as a philosophical movement and cultural force. Special attention to pragmatic imprints on law and science across the 20th century. Recurring critical debates over ethical relativism, religious skepticism, legal activism, and the cult of scientific and professional expertise. Usually offered every fourth year. Last offered in the fall of 1997.
Mr. Gaskins

PHIL 98a Readings in Philosophy*Signature of the instructor required.*

Readings, reports, and discussions on assigned topics. Usually offered every semester.
Staff

PHIL 98b Readings in Philosophy*Signature of the instructor required.*

Readings, reports, and discussions on assigned topics. Usually offered every semester.
Staff

PHIL 99d Senior Research*Signature of the instructor required.*

The course is normally a two-semester sequence. It is open to seniors who are candidates for degrees with honors in philosophy and involves the preparation and writing of a thesis, under the direction of a member of the faculty. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students**PHIL 106b Mathematical Logic**

[hum sn]

Prerequisite: One course in logic or permission of the instructor. Enrollment limited to 20.

Covers in detail several of the following proofs: the Gödel Incompleteness Results, Tarski's Undefinability of Truth Theorem, Church's Theorem on the Undecidability of Predicate Logic and Elementary Recursive Function Theory. Usually offered every year. Last offered in the spring of 2002.
Mr. Berger

PHIL 112b Philosophy and Public Policy

[hum]

Prerequisite: One course in philosophy or permission of the instructor.

The course examines the case that can be made for and against distributing certain goods and services on an open market as the result of free exchange, or through public mechanisms of planning and control. For examples, the arguments for and against public funding of the arts, fire departments, patents, zoning laws, and national health care. Usually offered every third year. Last offered in the fall of 2000.
Mr. Teuber

PHIL 113b Aesthetics: Painting, Photography, and Film

[hum]

Enrollment limited to 20.

Explores representation in painting, photography, and film by studying painters Rembrandt, Velasquez, and Vermeer, as well as later works by Manet, Degas, Cézanne, and Picasso; photographers Ansel Adams, Dorothea Lange, Edward Weston, Walker Evans, Alfred Stieglitz, and Diane Arbus; and filmmakers Renoir and Hitchcock. Usually offered every second year. Last offered in the spring of 2001.
Mr. Teuber

PHIL 114b Topics in Ethical Theory

[hum]

Prerequisite: One course in philosophy or permission of the instructor. *Enrollment limited to 20.*

Is morality something we have reasons to obey regardless of our interests and desires, or do the reasons grow out of our interests and desires? Is the moral life always a personally satisfying life? Is morality a social invention or is it more deeply rooted in the nature of things? The course will address such questions. Usually offered every second year. Last offered in the spring of 2001.

Ms. Smiley

PHIL 116a Topics in Political Philosophy

[hum]

Prerequisite: One course in ethics/social and political philosophy or signature of the instructor.

Sex, love, and violence are the core problems for political philosophy. Examines how philosophers in the western political tradition have attempted to make arguments for the limitation of the use of force and for the legitimization of force, sex, and love. Usually offered every second year. Last offered in the fall of 2001.

Ms. Hirshman and Ms. Smiley

PHIL 119b Chinese Philosophy

[nw hum]

Prerequisite: One course in philosophy. *Enrollment limited to 35.*

Focuses on the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. The aim will be to identify the concerns and ways of thinking that are distinctive of each philosophy. Usually offered every third year. Last offered in the fall of 2000.

Staff

PHIL 121a Politics, Philosophy, and the Legal Regulation of Sexuality

[hum]

Prerequisite: Introductory philosophy or political theory. *Enrollment limited to 20.*

Treating the sexual exchange as a proper subject for politics, students read traditional philosophers like Tocqueville and Mill, as well as laws and court opinions in an effort to understand how sex is regulated in America as a political matter. Usually offered every fourth year. Last offered in the fall of 1999.

Ms. Hirshman

PHIL 123a Philosophy of Art

[hum]

Prerequisite: One course in philosophy or the permission of the instructor.

Examination of philosophically problematic aspects of art: the nature of art, of criticism, of taste; the relation of art to nature, to the artist, to the public. Readings will be drawn partly from classic sources, partly from recent work. Special one-time offering. Will be offered in the fall of 2002.

Mr. Rind

PHIL 135a Theory of Knowledge

[hum]

Prerequisite: One course in philosophy.

An investigation into the nature, sources, and extent of human knowledge, with emphasis on the problem of justifying our beliefs about the existence and character of the external world. Usually offered second year. Last offered in the fall of 2001.

Mr. Hirsch

PHIL 136a Personal Identity

[hum]

Prerequisite: One course in philosophy.

Enrollment limited to 20.

An examination of some major issues involved in the question of personal identity. What am I? What are the conditions of self-identity? How does the identity of the self relate to the identity of a physical object? Is identity an illusion? Usually offered every third year. Last offered in the fall of 2000.

Messrs. Hirsch and Greenberg

PHIL 137a "Innateness"

[hum]

Prerequisite: One course in philosophy.

Enrollment limited to 15.

Analyzes contemporary debate as well as the main positions in the history of philosophy bearing on recent research in linguistics and the cognitive sciences. Usually offered every third year. Last offered in the spring of 2000.

Mr. Samet

PHIL 138a Metaphysics

[hum]

Prerequisite: One course in philosophy.

Enrollment limited to 20.

Metaphysics is an attempt to describe in a very general way the nature of reality and how people fit into the scheme of things. Topics vary from year to year but may include truth, ontology, necessity, free will, causality, temporal passage, and identity. Usually offered every year. Will be offered in the fall of 2002.

Messrs. Berger, Hirsch, and Yourgrau

PHIL 139b Topics in Logic

[hum]

Previous course in introductory logic advised.

Enrollment limited to 20.

Topics may vary from year to year and the course may be repeated for credit. Topics in the past included: Is logic an *a priori* or empirical science? Does it make sense to say that we can revise or adopt our logic? Is logic true by conventional rules of language? Set theory and the paradoxes. Usually offered every year. Will be offered in the fall of 2002.

Messrs. Berger and Yourgrau

PHIL 140a Logic and Language

[hum]

Prerequisite: One course in logic or the permission of the instructor. *Enrollment limited to 20.*

Covers basic problems and puzzles regarding reference and identity—topics that dominate issues in philosophy of language today. Topics include puzzles about belief, necessity, substitutivity of identity statements, and formal semantics for parts of language and modal notions. Usually offered every second year. Last offered in the fall of 2001.

Messrs. Berger, Hirsch, and Yourgrau

PHIL 141b Topics in Philosophy and Cognitive Science

[hum ss]

Prerequisite: One course in philosophy or permission of the instructor.

Explores the various ways in which philosophical ideas are reflected in and illuminate psychological theorizing and also examines the implications of recent work in psychology for traditional philosophical concerns. Topics differ from year to year. Usually offered every second year. Last offered in the spring of 2001.

Mr. Samet

PHIL 142b The Subjective Point of View

[hum]

Prerequisite: One course in philosophy or permission of the instructor.

Explores the relation between the variable and the constant in experience—a relation embraced by what we as subjects bring to our experience—our subjective point of view of the world. Addresses the question of how our experience, with its inherent subjectivity, variable and constant, can provide us with knowledge of reality. Usually offered every second year. Last offered in the spring of 2001.

Mr. Greenberg

PHIL 143a Consciousness and Self

[hum]

The origins of our concept of consciousness can be found among the fundamental ideas of modern philosophy, tied to the concept of self. This connection will be the subject matter of this course. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Greenberg

PHIL 144a Philosophical Problems of Space and Time

[hum]

Prerequisite: One course in philosophy or permission of the instructor.

An examination of philosophical problems concerning the concepts of space and time as these arise in contemporary physics, modern logic and metaphysics, as well as in everyday life. Specific topics usually include philosophical aspects of Einstein's theory of relativity, the possibility of "time travel," the distinction between space and time, and McTaggart's famous distinction between the "A-series" and the "B-series" of time. Usually offered every second year. Last offered in the spring of 2002.

Messrs. Berger, Hirsch, and Yourgrau

PHIL 145b Topics in the Philosophy of**Language**

[hum]

Previous course in introductory logic advised.

Topics may vary from year to year and course may be repeated for credit. Topics include the relationship between the language we speak and our view of reality reference, the sense in which language may structure reality and formal semantics. Usually offered every second year. Last offered in the spring of 2002.

Messrs. Berger and Hirsch

PHIL 146a Idea of God

[hum]

Prerequisite: One course in philosophy or permission of the instructor. Enrollment limited to 20.

Engages in a philosophical investigation, not of religion as an institution, but of the very idea of God. Studies the distinction between human being and divine being and addresses the issue of the relation of God's essence to His existence. Usually offered every second year. Last offered in the fall of 2001.

Mr. Yourgrau

PHIL 161a Plato

[hum]

Prerequisite: One course in philosophy or permission of the instructor. Enrollment limited to 20.

An introduction to Plato's thought through an intensive reading of several major dialogues. Usually offered every year. Last offered in the spring of 2002.

Mr. Yourgrau

PHIL 162b Aristotle

[hum]

Prerequisite: One course in philosophy or permission of the instructor. Enrollment limited to 25.

An introduction to Aristotle's philosophy through an intensive reading of selected texts. Usually offered every second year. Last offered in the spring of 2001.

Mr. Yourgrau

PHIL 168a Kant

[hum]

Prerequisite: One course in philosophy or permission of the instructor.

An attempt to understand and evaluate the main ideas of the *Critique of Pure Reason*, the subjectivity of space and time, the nature of consciousness, and the objectivity of the concepts of substance and causality. Usually offered every year. Will be offered in the fall of 2002.

Mr. Greenberg

PHIL 170a Special Topics in History of Philosophy: Descartes's *Meditations*

[hum]

Prerequisite: One course in philosophy or permission of the instructor. Enrollment limited to 20.

A close reading of Descartes's *Meditations*, one of the cornerstones of modern philosophy. Considers responses of Descartes's contemporaries to this work and Descartes's replies, and contemporary discussions and interpretations. Usually offered every third year. Last offered in the fall of 2000.

Mr. Samet

PHIL 171b Problems of *A Priori* Knowledge

[hum]

Familiarity with the Critique of Pure Reason strongly recommended. Enrollment limited to 25.

Examines some of the main problems of *a priori* knowledge as seen from a Kantian point of view. Usually offered every second year. Last offered in the spring of 2001.

Mr. Greenberg

PHIL 174a Hume

[hum]

Prerequisite: One course in philosophy or permission of the instructor. Enrollment limited to 20.

A very close reading of Hume's short classic *Enquiry Concerning Human Understanding*, which attempts to distill the key elements of Hume's Empiricism and make his philosophy accessible to a general audience. Topics include the nature of thought, skepticism and the possibility of knowledge, free will, the credibility of miracles, and the prospects for a life hereafter. Usually offered every fourth year. Last offered in the fall of 1999.

Mr. Samet

PHIL 178b Major Figures in the Christian Faith: Simone Weil

[hum]

Prerequisite: PHIL 1a.

Presents the important theological contributions of the major thinkers of the Western Church covering the modern period. Usually offered every fourth year. Last offered in the fall of 1998.

Mr. Yourgrau

PHIL 179b Nietzsche

[hum]

Enrollment limited to 25.

Charts Nietzsche's fateful place in the history of Western philosophy. Examines his revolutionary questioning of traditional ontology and epistemology, and scrutinizes the interaction between his psychological deconstruction and his political philosophy of aristocratic radicalism. Also cultivates sensitivity to the dangers of distortion and misappropriation, which Nietzsche's writings so readily invite. Usually offered every second year. Last offered in the spring of 2001.

Staff

PHIL 180b British Empiricism

[hum]

Examines the metaphysical and epistemological doctrines of John Locke, Bishop Berkeley, and David Hume, the central figures of 17th- and 18th-century British Empiricism. Also explores the influence of Empiricism on contemporary philosophy. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Samet

PHIL 191a Senior Seminar

[hum]

May be repeated for credit.

This seminar is given on a rotating basis by members of the department. Its purpose is to allow students to work at an advanced level. Special topics in philosophy vary from year to year. Usually offered upon request.

Staff

Cross-Listed Courses

ENG 171a

History of Literary Criticism

HOID 101a

Thinking About Ethics with Socrates

HOID 108b

Greek and Roman Ethics: From Plato to the Stoics

HOID 120a

Immorality: Its Sources, Varieties, and Charms

HOID 124a

Stoicism Now and Then

HOID 127a

Seminar in the History of Ideas: Case Studies

HOID 130b

Varieties of Liberty, Freedom, and Choice

HOID 140a

What is Philosophy: Politics? Science? Poetry? Religion?

HOID 169a

Reconciling Justice and Ethics

LING 130a

Semantics: The Structure of Concepts

NEJS 123a

Medieval Jewish Philosophy

Physical Education

Objectives

Movement and activity are basic functions necessary for the human body to grow, develop, and maintain health. Realizing that good health is largely self-controlled, the physical education department's curriculum focuses on fitness, dance, and lifetime sports to encourage lifestyle changes in its students.

Brandeis prides itself on education of the body as well as education of the intellect. The physical education department curriculum focuses on cardiovascular fitness, flexibility, body composition (percent of body fat), the maintenance of muscular strength, and endurance.

Students should complete the physical education requirement by the end of their sophomore year. Transfer students may offer toward the requirement physical education courses that appear on the transcript of their previous institutions. Most physical education courses meet for two hours per week and are limited in size; preference is given to first-year students.

Faculty

Denise Dallamora, Chair
Dance. Fitness. Individual sports.

Carol Ann Baer
Dance.

Richard Burr
Athletic training. Fitness.

Jean Cann
Racquet sports. Fitness.

Vincent Christiano
Karate.

Michael Coven
Team sports. Weight training.

Lisa DeNicola
Athletic training. Fitness.

Susan Dibble
Dance.

Chris Ford
Basketball.

Judith Houde
Racquet sports.

John Jarvis
Racquet sports.

Zabelle Margosian
Dance.

Mark Reytblat
Fitness. Team sports.

William Shipman
Fencing. Racquet sports. Golf.

Carol Simon
Fitness. Team sports. Racquet sports.

Mary Sullivan
Aquatics. First aid. CPR.

Jean-Robert Theodat
Fitness

James True
Personal safety.

Richard Varney
Team sports. Racquet sports.

James Zotz
Aquatics. Fitness.

Undergraduate Degree Requirements

Physical education is an undergraduate degree requirement at Brandeis. This requirement is satisfied by successful completion of two, semester-long, noncredit courses, or by passing a fitness test taken the first year.

All students have two opportunities during their first year at Brandeis to exempt themselves from all or part of the physical education requirement by taking a battery of tests that measure muscular strength and endurance, flexibility, cardiovascular endurance and body composition. A student unable to pass the fitness test should enroll in a course in the Personal Fitness Group.

A grade of 70-79 percent will exempt you from one physical education class or half of your requirement. A grade of 80 percent or better will exempt you from two physical education classes or all of your requirement. Physical education classes meet the first day of regular classes and attendance is mandatory. A maximum of **two absences** is allowed in a class that meets once per week and a maximum of **four absences** for a class that meets twice per week.

Courses of Instruction

Aquatics Certification

PE 1a Beginner's Swimming
Enrollment limited to 16.
Designed to teach the non-swimmer the basic skills of floating, treading water, and the crawl stroke. Usually offered in the fall semester.
Ms. Sullivan

Dance

PE 26a Ballroom Dance
Enrollment limited to 40.
Latin dances are covered: introduction to cha-cha, rumba, tango, and mambo. Also, swing, waltz, and fox-trot. Usually offered every semester.
Ms. Evans-Baer

PE 26b Intermediate Ballroom Dance
Prerequisite: PE 26a or comparable dance experience. Enrollment limited to 40.
A follow-up to Beginning Ballroom Dance. Learn new steps in cha-cha, rumba, tango, and waltz. Usually offered every spring semester.
Ms. Evans-Baer

PE 31a Ballet*Enrollment limited to 15.*

Students begin with warming-up exercises (barre work) and balance, control, stretch, and arm movements will be incorporated. When dancers become strong enough, class will proceed to center work, including balancing exercises, turns, and jumps. Dancers will learn stretching and cooling-down exercises. Usually offered every semester.

Ms. Margosian

PE 31b Intermediate Ballet*Enrollment limited to 15.*

Students need to have two to three years of recent ballet training to participate. Same material as beginning ballet is covered at an accelerated pace. Russian style ballet, the Legat Technique, will be taught. Usually offered every semester.

Ms. Margosian

PE 32a Modern Dance*Enrollment limited to 20.*

A beginning course in modern dance technique, based on Martha Graham and Jose Lemmon style. The course will offer stretching and alignment to dance sequences. Usually offered every semester.

Ms. Dibble

Health and Safety

Note: Students with approved medical excuses should take courses from this area.

PE 5a First Aid and Community CPR*Enrollment limited to 12.*

An instruction in the American Red Cross standard First Aid and Cardiopulmonary Resuscitation. Upon course completion, certificates will be given to students who successfully complete the skills test and pass the written test with scores of 80 percent or better. Usually offered every semester.

Mr. Burr and Ms. Sullivan

PE 6a Sports Medicine*Enrollment limited to 20.*

Introduction to sports medicine and a basic understanding of human anatomy and sports is required. The course will look at many facets of sports medicine including weight training, nutrition, drug education, flexibility, and rehabilitation. Each of the major joints of the body will be examined anatomically, based on injuries sustained. Class will also look briefly at surgical repair of certain joints. Usually offered every spring semester.

Mr. Burr

PE 40a Personal Safety/Self Defense*Enrollment limited to 25.*

Learn how to assert yourself and deal with the natural excitement and fear that can cause you to "freeze-up" when faced with an aggressor. Students are led through simple but effective drills and scenarios designed to help overcome the uncomfortable feelings

and fear that can mark an individual as an easy target for attack. Since fear and anger are tremendous sources of power when used in defense, understand how to use your emotions to help you become stronger and safe. Usually offered every semester.

Mr. True

Personal Fitness**PE 2a Swim Fitness***Enrollment limited to 20.*

Designed to improve overall fitness levels through lap swimming. Emphasis is on using the heart rate to improve cardiovascular endurance level. The instruction is geared more to understanding and implementing swimming as a vehicle to fitness and less toward teaching individual swimming stroke mechanics. Usually offered every semester.

Mr. Zotz

PE 2b Water Aerobics*Enrollment limited to 20.*

Designed to improve overall fitness levels through water exercise. Emphasis is on improving cardiovascular endurance through a cross-section of exercises done in the water. Usually offered every semester.

Mr. Zotz

PE 11a Nautilus/Free Weights*Enrollment limited to 25.*

Instruction of proper use of Nautilus, Body Master, and free weight training. Classes also include aerobic activity such as use of Lifecycles and Tru-Climb 450. Usually offered every semester.

Staff

PE 12a Step Aerobics*Enrollment limited to 30.*

Step aerobics is a program that includes stepping up and down on an adjustable platform while performing upper body movements to music. Unlike aerobics, it is low impact and can be moderated to any fitness level. Usually offered every semester.

Ms. DeNicola

PE 13a Aerobics Medley*Enrollment limited to 30.*

Basic exercise and dance movements executed to music. Light weights are used and proper stretching techniques, warm-up, abdominal work, and cool-down also included. Variations of step aerobics may also be included. Usually offered every semester.

Ms. Dallamora

PE 14a Yoga*Enrollment limited to 15.*

Hatha yoga is physical in nature and is based on proper body alignment and is distinctive in its use of props such as belts, walls, and blankets. Classes start with gentle stretches and work toward more challenging poses. Usually offered every semester.

Ms. Dallamora

PE 27a Keeping Stress in Check*Enrollment limited to 25.*

Designed to help students achieve wellness through exercise, nutrition, and health education. Students are taught to recognize components of their lifestyles that are detrimental to their health while developing a personal fitness program. Usually offered every semester.

Ms. DeNicola

PE 33a Walking for Fitness*Enrollment unlimited.*

Designed to improve your overall fitness level through walking. Emphasis is on improving cardiovascular endurance level. Instruction is given on how to develop a personal fitness program. Usually offered every semester.

Staff

PE 35a Power Walking*Enrollment limited to 25.*

Designed to help increase the fitness level of the students through a high-intensity, low-impact workout. The workout consists of walking with hand-held weights. Usually offered every semester.

Mr. Zotz

PE 41a Pilates*Enrollment limited to 25.*

A series of exercises designed to strengthen the abdominals and back muscles. These core exercises are combined with some yoga stretches to enhance flexibility and well-being. Usually offered every semester.

Ms. Cann

PE 42a Tae Kwon Do*Enrollment limited to 25.*

A series of physical exercises designed to build strength, flexibility, and endurance. Through physical training, students build a strong mind and spirit. Usually offered every semester.

Mr. Theodat

Sport Appreciation**PE 9a Volleyball***Enrollment limited to 40.*

An introduction to the fundamentals of volleyball—scoring, rotation, rules, and the basic skills of passing, serving, hitting, and setting. Methodology includes lectures, demonstrations, drills, but mostly play. Course is intended to be fun through active participation. Usually offered every fall.

Staff

PE 10a Basketball*Enrollment limited to 30.*

Structured to meet needs of students with an overview of offensive and defensive skills. Methods used are lecture, demonstrations, drills, and play. Usually offered every semester.

Mr. Ford

PE 16a Golf*Enrollment limited to 12.*

A beginning golf group instructional course. Techniques such as grip, set-up, swing, chipping, pitching, and putting are covered. Some discussion on golf rules and etiquette is introduced. Usually offered every semester. Staff

PE 17a Beginner's Fencing*Enrollment limited to 20.*

Covers basic mobility, offensive and defensive strategy, and tactics. Competitive bouting is done, with a class tournament scheduled for the end of the semester. Usually offered every semester. Mr. Shipman

PE 21a Tennis*Enrollment limited to 16.*

An overview of grips, groundstrokes, serve, return of serve, and net play. Basic singles and doubles strategy, rules, and scoring of the game are introduced. Usually offered every semester. Staff

PE 22a Squash

For sections that are one-hour in length, enrollment is limited to 16; for sections that are one-and-a-half hours in length, enrollment is limited to 25.

Covers rules for softball. The serve, return of serve, grip, forehand, backhand, and other basic strokes is introduced. Strategy and play will be emphasized. Usually offered every semester. Staff

PE 24a Beginner's Karate*Enrollment limited to 25.*

The first three Kata of Uechi-Ryu is taught. Application to kanshiwa and kanshu is explored. Students begin slow speed, focused free-fighting, with emphasis on technique from Uechi-Ryu Kata. Usually offered every semester. Mr. Christiano

PE 25a Intermediate Karate*Prerequisite: PE 24a. Enrollment limited to 25.*

Advanced Kotekitae and body conditioning, especially shin and toe development, is practiced. Study of self-defense focuses on multiple, unarmed attackers. Usually offered every spring semester. Mr. Christiano

PE 38a Indoor Soccer*Enrollment limited to 18.*

An introduction to the fundamentals of soccer—skill development, dribbling, passing, shooting, offense, and defense. Intended to be fun through participation in elementary games and exercises.

Section 1 - Mr. Reytblat

Section 2 - Mr. Coven

PE 40a Personal Safety and Self-defense*Enrollment limited to 25.*

Teaches students to assert themselves and deal with the natural excitement and fear that can cause a person to freeze-up when faced with an aggressor. Students are led through simple but effective drills and scenarios designed to help them overcome the uncomfortable feelings and fear that can mark a person as an easy target for an attack. Staff

Courses of Related Interest

These courses count as activity courses towards the Physical Education requirement.

THA 9a

Movement for the Stage I

THA 9b

Movement for the Stage II

THA 10b

Stage Combat

THA 110b

Modern Dance and Movement

THA 120b

Movement and Dance Theater Composition

Department of

Physics

Courses of Study:
 Minor
 Major (B.A./B.S.)
 Combined B.A./M.A.
 Master of Arts
 Doctor of Philosophy

Objectives

Undergraduate Major

A typical scenario for a physical explanation of a given situation is this: a small collection of basic physical principles relevant to the situation is used to create a mathematical model of it; computations are carried out using the model, leading to predictions that are checked experimentally; if there is agreement, the physical situation is deemed to have been explained. The objective of the program in physics is to make it possible for students to execute such a scenario for a wide range of physical situations. To that end, students are required to attain a firm grasp of the basic principles of classical physics and familiarity with those of quantum physics, to learn how to decide which principles are relevant to a given situation and how to construct the appropriate mathematical model, to develop the mathematical skills necessary to carry out the computations that generate predictions, and to strengthen the experimental skills used in exploring new phenomena and in carrying out the verification step of the typical scenario.

The ability to execute the typical scenario of physical explanation is useful not only to research physicists, but also to scientists in many other fields, especially interdisciplinary ones, such as environmental science; it is also useful to engineers, to members of the medical profession, and to architects. For that reason, the physics program has made special arrangements to integrate a physics major with study preparing for a career in any of the areas mentioned above.

Graduate Program in Physics

The Graduate Program in Physics is designed to equip students with a broad understanding of major fields of physics and to train them to carry out independent, original research. This objective is to be attained by formal course work and supervised research projects. As the number of students who are accepted is limited, a close contact between students and faculty is maintained, permitting close supervision and guidance of each student.

Advanced degrees will be granted upon evidence of the student's knowledge, understanding, and proficiency in classical and modern physics. The satisfactory completion of advanced courses will constitute partial fulfillment of these requirements. Research upon which theses may be based, with residence at Brandeis, may be carried out in the following areas:

1. *Theoretical Physics*

Quantum theory of fields; elementary particle physics; relativity; supergravity; string theory; quantum statistical mechanics; quantum theory of the solid state; critical phenomena and phase transitions; computational neuroscience.

2. *Experimental Physics*

High energy experimental physics; solid-state physics; surface physics; liquid-crystal physics; light scattering; positron physics; radio astronomy; and biophysical magnetic resonance.

Every graduate teaching fellow (TF) is supervised by a member of the faculty who serves as a mentor to improve the quality of the TF's teaching. In recognition of this objective each year the physics department awards the David Falkoff prize to an outstanding teaching fellow. An additional goal of the department is to enable graduate students to be able to present their research findings in a clear and effective manner. Each spring the department organizes the Stephan Berko Symposium, where students give short presentations of their research. These talks are prepared with the assistance of their faculty research advisors. The best graduate student research project and the best undergraduate research project are recognized with Stephan Berko prizes.

How to Become an Undergraduate Major

Since the sequence in which physics courses should be taken is tightly structured, and in most cases requires at least three years to complete, students contemplating a major in physics should consult the physics advising coordinator at the first opportunity. For most students either such consultation should take place before enrolling in courses at the beginning of the first year, or PHYS 11a and 19a should be part of the first semester program.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to the graduate area in physics. Admission to advanced courses in physics will be granted following a conference with the student at entrance.

Faculty

Craig Blocker, Chair

Experimental high-energy physics.

James Bensinger

Experimental high-energy physics.

Karl Canter

Experimental low-energy positron physics.

Bulbul Chakraborty

Condensed matter theory. Electronic structure of solids and disordered systems.

Stanley Deser

Quantum theory of fields. Elementary particles. Gravitation. Supergravity. Strings.

Seth Fraden

Physics of liquid crystals and macromolecules.

Lawrence Kirsch

Experimental high-energy physics.

Jané Kondev

Theoretical condensed matter physics.

Robert Lange

K-12 science and environmental education, teacher training, and curriculum research.

Albion Lawrence

String theory and its applications to particle physics and cosmology.

Robert Meyer

Liquid crystals. Colloids. Polymers.

David Roberts

Theoretical astrophysics. Radio astronomy.

Howard Schnitzer

Elementary particle theory. Quantum theory of fields. String theory.

Silvan Schweber

History and philosophy of science. Quantum theory of measurements.

Xiao-Jing Wang (Volen Center)

Computational neuroscience.

John Wardle

Radio astronomy. Cosmology.

Hermann Wellenstein

Experimental high-energy physics.

Requirements for the Undergraduate Majors

Degree of Bachelor of Arts

The requirement for the major in physics leading to the degree of Bachelor of Arts is the equivalent of 11 semester courses in physics and two semester courses in mathematics. There must be the equivalent of at least three semesters in laboratory courses (PHYS 19a and 19b together count as one semester, as do PHYS 18a and 18b). One must also take PHYS 30b. Mathematics and physics courses numbered under 10 may not be used to fulfill the requirement for the major in physics. A student not intending to pursue graduate study in physics may be permitted to substitute two advanced courses in other fields to meet the requirements for the major in physics, subject to the approval of the advising coordinator. A student with a major in physics and an interest in biophysics may want to take courses in biophysics, biology, biochemistry, chemistry, or neuroscience. With departmental approval, a student may use such courses to satisfy part of the requirements for the major in physics.

Degree of Bachelor of Science

To satisfy the requirements for the major in physics leading to the degree of Bachelor of Science, students must successfully complete the 11 physics courses required for the B.A. in physics and six additional courses. Two of the additional six courses should be chosen from the following: PHYS 25b, 32b, 33a, 40a, 100a, 104a, 110a. Another two courses must be selected from the following: NBIO 136b, CHEM 41a, 41b, any MATH course numbered 27 or higher (excluding courses used to fulfill the math requirement below), any COSI course numbered 21 or higher, or any other course approved by the physics department that is either listed or cross-listed in other departments within the School of Science. The final two courses must be chosen from one of the following pairs of courses: MATH 15a and MATH 20a, or MATH 21a and MATH 21b, or any two MATH courses numbered higher than 21.

Combined B.A./M.A. Program

A student may be admitted to a special four-year B.A./M.A. program upon recommendation of the department and the Graduate School by May 1 preceding the senior year. The student must successfully complete at least 38 courses. All the regular requirements for the M.A. degree in physics must be met: successful completion of six graduate courses in physics numbered 160 or above, and satisfactory performance on the qualifying examination. No more than two of the graduate level courses may be counted towards major requirements. Grades of B- or better are required in the six courses numbered 160 or above. The qualifying examination includes the final examinations in PHYS 161a, 161b, 162a, and 162b, and two oral examinations on all of physics through the first-year graduate level. The department will recommend admission to this program only if the student's record indicates that the student can successfully complete the requirements. Consultation with the physics advising coordinator before March 1 of the sophomore year is highly recommended for a student contemplating this program.

Requirements for the Undergraduate Minor

Six semester courses in physics at the level of PHYS 10 or above, not including PHYS 18a,b or PHYS 19a,b.

Special Notes Relating to Undergraduates

There are several natural tracks through the undergraduate physics courses. The first is: Year 1—PHYS 11a,b, 19a,b, MATH 10a,b; Year 2—PHYS 20a,b, 29a,b, MATH 21a,b or PHYS 110a; Year 3—PHYS 30a,b; Year 4—PHYS 40a, 100a.

The second, a premedical track, is: Year 1—PHYS 11a,b, 19a,b, MATH 10a,b; Year 2—PHYS 20a,b, 29a,b, CHEM 11a,b, 18a,b; Year 3—BIOL 22a (Formerly BIBC 22a), BIOL 22b, 18a,b, CHEM 25a,b, 29a,b; Year 4—PHYS 30a,b.

Students are encouraged to construct other tracks that might better suit their needs in consultation with their advisors.

Students considering a career in engineering should consult the description of the Columbia University School of Engineering Combined Degree Program in the Special Academic Opportunities section of this *Bulletin*.

A student intending to pursue graduate work in physics will normally add to the tracks above PHYS 25b, 100a, and 104a or graduate courses dealing with previously treated subjects at a more advanced level, such as PHYS 161a,b (formerly 101a,b), and 162a,b (formerly 102a,b). Normally only two or three of the four courses PHYS 25b, 32b, 33a, and 104a will be offered in a given year; the others will normally be offered in the following year. Undergraduates are not permitted to enroll in physics courses numbered above 160 without the explicit approval of their appropriate major advisors.

A student who has attained a grade of 4 or 5 on the Advanced Placement Examination Physics B may obtain credit for PHYS 10a,b; a student who has attained a grade of 4 or 5 on the Advanced Placement Examination C may obtain credit for PHYS 11a,b. A student who claims either of these advanced placement credits may not take any of the following courses for credit: PHSC 9b, PHYS 10a,b, PHYS 11a,b.

In order to be a candidate for a degree with distinction in physics, one must take a departmentally approved honors program of either PHYS 99d or two semester courses in physics numbered above 160, and one must obtain honor grades. Students should have their honors programs approved by the departmental honors advisor before the beginning of the senior year.

Requirements for Advanced Degrees

Normally, first-year graduate students will elect courses from the 100 series, with at least four courses numbered above 160. To obtain credit toward residence for a graduate course taken at Brandeis, a student must achieve a final grade of B- or better in that course. Students may obtain credit for advanced courses taken at another institution provided their level corresponds to the level of graduate courses at Brandeis and that an honor grade in those courses was obtained. To place out of PHYS 161a or b or 162a or b, a student must pass an exemption exam before the end of the second week of the course.

Requirements for the Degree of Master of Arts

Residence Requirement

One year in residence as a full-time student. No transfer residence credit will be allowed toward the fulfillment of the master's requirements.

Course Requirements

Six semester-courses in physics numbered above 160. A thesis on an approved topic may be accepted in place of a semester-course.

Language Requirement

There is no foreign language requirement for advanced degrees in physics.

Qualifying Examination

Satisfactory performance in the qualifying examination is required. The qualifying examination consists of a written and an oral part and both parts are administered during the first year of the program.

Requirements for the Degree of Doctor of Philosophy

All of the requirements for the master's degree and the following:

Residence Requirement

The minimum residence requirement is three years. A student may obtain up to one year's residence credit toward the Ph.D. requirements for graduate studies taken at another institution.

Teaching Requirement

It is required that all Ph.D. candidates participate in undergraduate teaching during the course of their studies.

Course Requirements

At least two graduate courses in the list below must be taken during the first four terms: PHYS 163a, 167b, 168b, 169b, 200a, 202a, 204a. Note, however, that not all of the above courses will necessarily be given each year. PHYS 202a (Quantum Mechanics III) is strongly recommended for all students. A total of at least nine semester courses in physics numbered above 160 are required for the doctoral degree.

Advanced Examinations

Advanced examinations will be in topics partitioned in the several areas of research interest of the faculty. Faculty members working in each general area will function as a committee for this purpose and provide information about their work through informal discussions and seminars. The advanced examination requirement consists of a written paper and an oral examination. While no original research by the student is required, it is hoped that a proposal for a possible thesis topic will emerge. It is generally expected that the candidates will take the advanced examination in the field they wish to pursue for the Ph.D. thesis by the middle of the fourth term.

Thesis Research

After passing the advanced examination, the student begins work with an advisor who guides his or her research program. The advisor should be a member of the Brandeis faculty but in special circumstances may be a physicist associated with another research institution. The graduate committee of the physics faculty will appoint a dissertation committee to supervise the student's research. The student's dissertation advisor will be the chair of the dissertation committee.

Dissertation and Final Oral Examination

The doctoral dissertation must represent research of a standard acceptable to the faculty committee appointed for each Ph.D. candidate. The Final Oral Examination, or defense, is an examination in which the student will be asked questions pertaining to the dissertation research.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

PHSC 2b Introductory Astronomy

[qr sn]

Does NOT meet requirements for the major in physics.

Elementary physical ideas will be used to discuss the life and death of stars, the structure of the galaxies, and the large-scale features and evolution of the universe. Usually offered every year. Will be offered in the fall of 2002.

Mr. Wardle

PHSC 4a Science and Development

[qr sn]

Does NOT meet requirements for the major in physics. Enrollment limited to 30.

Focuses on specific scientific and technological issues encountered in economic development. The scientific material needed to understand different approaches will be analyzed using simple mathematics as an essential tool. Usually offered every year. Will be offered in the fall of 2002.

Mr. Lange

PHSC 7b Technology and the Management of Public Risk

[qr sn]

Does NOT meet requirements for the major in physics. Enrollment limited to 75.

Analyzes some of the public safety issues involved in assessing risk and making technological decisions. The case history method will be used. Usually offered every fourth year. Last offered in the fall of 1999.

Staff

PHSC 9b Introduction to Physics

[qr sn]

Does NOT meet requirements for the major in physics. Enrollment limited to 64.

Introduces students to the laws, concepts, and phenomena of physics. Lecture and laboratory are well integrated to explore selected topics of general interest. Usually offered every year. Last offered in the spring of 2002.

Mr. Wellenstein

PHYS 10a Physics for the Life Sciences I

Corequisite: MATH 10a or equivalent.

[qr sn]

Introduces students in the life sciences to the laws and concepts of mechanics and thermodynamics. Usually offered every year. Will be offered in the fall of 2002.

Ms. Chakraborty

PHYS 10b Physics for the Life Sciences II

[qr sn]

Prerequisite: PHYS 10a.

Introduces students in the life sciences to the phenomena and concepts of acoustics, electricity and magnetism, optics, and modern physics. Usually offered every year. Last offered in the spring of 2002.

Ms. Chakraborty

PHYS 11a Basic Physics I

[qr sn]

Corequisite: MATH 10a,b or the equivalent.

Enrollment limited to 100.

Classical mechanics, plus topics from kinetic theory and thermodynamics. Usually offered every year. Will be offered in the fall of 2002.

Mr. Roberts

PHYS 11b Basic Physics II

[qr sn]

Prerequisite: PHYS 11a. Enrollment limited to 100.

Elementary electromagnetism presented from a modern point of view, plus topics in special relativity. Usually offered every year. Last offered in the spring of 2002.

Mr. Blocker

PHYS 18a Introductory Laboratory I

Corequisite: PHYS 10a. May yield half-course credit toward rate-of-work and graduation.

Two semester hour credits. Total enrollment in lab sections limited to 144.

Laboratory course consisting of basic physics experiments designed to accompany PHYS 10a. One two-and-a-half hour laboratory per week. One, one-hour lecture per week.

Usually offered every year. Will be offered in the fall of 2002.

Mr. Bensinger

PHYS 18b Introductory Laboratory II

Corequisite: PHYS 10b. May yield half-course credit toward rate-of-work and graduation.

Two semester hour credits. Total enrollment in lab sections limited to 126.

Laboratory course consisting of basic physics experiments designed to accompany PHYS 10b. One two-and-a-half hour laboratory per week. One, one-hour lecture per week.

Usually offered every year. Last offered in the spring of 2002.

Mr. Wellenstein

PHYS 19a Physics Laboratory I

May yield half-course credit toward rate-of-work and graduation. Two semester hour credits. Total enrollment in lab sections limited to 100.

Laboratory course designed to accompany PHYS 11a. Introductory statistics and data analysis including use of microcomputers and basic experiments in mechanics. One afternoon or evening of laboratory per week. One, one-and-a-half hour lecture per week. Usually offered every year. Will be offered in the fall of 2002.

Mr. Fell

PHYS 19b Physics Laboratory II

May yield half-course credit toward rate-of-work and graduation. Two semester hour credits. Total enrollment in lab sections limited to 100.

Laboratory course designed to accompany PHYS 11b. Basic experiments in electricity, magnetism, and optics. Basic electrical measurements. Determination of several fundamental physical constants. One afternoon or evening of laboratory per week. One, one-and-a-half hour lecture per week. Usually offered every year. Last offered in the spring of 2002.

Mr. Canter

PHYS 20a Modern Physics I

[sn]

Prerequisites: PHYS 11a, 11b, or equivalent.

A survey of phenomena, ideas, and mathematics underlying modern physics—special relativity, waves and oscillations, optics, thermal and statistical physics, and introductory quantum mechanics, as well as a selection of topics such as nuclear physics and radioactivity, elementary particles, cosmology, and electronic properties of crystals, semiconductors, and metals. Usually offered every year. Will be offered in the fall of 2002.

Mr. Meyer

PHYS 20b Modern Physics II

[sn]

Prerequisite: PHYS 20a.

Continuation of PHYS 20a. Usually offered every year. Last offered in the fall of 2001.

Mr. Wardle

PHYS 22a The Science in Science Teaching and Learning I

[sn]

Does NOT meet requirements for the major in physics. Signature of the instructor required.

General science concepts and scientific inquiry will be studied in depth using direct instruction, student projects, and discovery learning. This laboratory-based course, especially relevant to future elementary teachers, will be co-taught with schoolteachers and enlivened by children's visits. Usually offered every year. Last offered in the spring of 2002.

Mr. Lange and Staff

PHYS 25b Astrophysics

[sn]

Application of basic physical principles to the study of stars, galaxies, quasars, and the large-scale structure of the universe. Usually offered every second year. Last offered in the spring of 2001.

Mr. Roberts

PHYS 29a Electronics Laboratory I

[sn]

Prerequisites: PHYS 10a,b or 11a,b; and 18a,b or 19a,b. Enrollment limited to 16.

Introductory laboratory in analog electronics. Topics to be covered are DC circuits; AC circuits, complex impedance analysis; diodes, transistors; and amplifiers. Usually offered every year. Will be offered in the fall of 2002.

Mr. Kirsch

PHYS 29b Electronics Laboratory II

[sn]

Prerequisite: PHYS 29a. Enrollment limited to 16.

Introductory laboratory in digital electronics. Topics to be covered are Boolean algebra, combinational logic; sequential logic, flip-flops, counters; digital-analog conversion; and microprocessors. The last half of the semester will be spent on individual design projects. Usually offered every year. Last offered in the spring of 2002.

Mr. Kirsch

PHYS 30a Electromagnetism

[sn]

Prerequisite: PHYS 20b or permission of the instructor.

The fundamentals of electromagnetic theory. Includes electrostatics, magnetostatics, electric and magnetic circuits, and Maxwell's equations. Usually offered every year. Will be offered in the fall of 2002.

Mr. Fraden

PHYS 30b Quantum Theory

[sn]

Prerequisites: PHYS 11a,b and PHYS 20a,b, or permission of the instructor.

Introduction to quantum mechanics: atomic models, Schrödinger equation, angular momentum, and hydrogen atom. Multielectron atoms and interaction of atoms with the electromagnetic field. Usually offered every year. Last offered in the spring of 2002.

Mr. Lawrence

PHYS 32b Microprocessor Laboratory

[sn]

Prerequisite: PHYS 29a or 29b. Enrollment limited to 10.

Study of microprocessor design and use as controller for other devices. Topics include architecture of microcomputers, interfacing, digital control, analog control, and software development. Usually offered every second year. Last offered in the spring of 2002.

Mr. Kirsch

PHYS 33a Optics Laboratory

[sn]

Prerequisites: PHYS 11a,b; PHYS 20a,b; and PHYS 29a,b. Enrollment limited to eight. Geometric optics, wave optics, optical signal processing, and integrated optics. Usually offered every third year. Last offered in the fall of 2000.

Mr. Bensinger

PHYS 39a Advanced Physics Laboratory

[sn]

Prerequisite: PHYS 20a. Signature of the instructor required.

Experiments in a range of topics in physics, possibly including selections from the following: wave optics, light scattering, Nuclear Magnetic Resonance, numerical simulation and modeling, particle physics, holography, electro-optics, phase transitions, rubber elasticity, liquid crystals, laser tweezers, chaotic dynamics, and optical microscopy. Students work in depth on three or four experiments during the term. Usually offered every year. Will be offered in the spring of 2003.

Mr. Meyer

PHYS 40a Introduction to Thermodynamics and Statistical Mechanics

[sn]

Statistical approach to thermal properties of matter. Theoretical tools are developed for studying questions such as: "Why does a rubber band contract upon heating?" or "What is the size of a white dwarf?" Usually offered every year. Last offered in the fall of 2001.

Mr. Fraden

PHYS 97a Tutorial in Physics

Signature of the instructor required.

Tutorial for students studying advanced material not covered in regular courses. Usually offered every year.

Staff

PHYS 97b Tutorial in Physics

Signature of the instructor required.

Tutorial for students studying advanced material not covered in regular courses. Usually offered every year.

Staff

PHYS 98a Readings in Physics

Signature of the instructor required.

Open to exceptional students who wish to study an area of physics not covered in the standard curriculum. Usually offered every year.

Staff

PHYS 98b Readings in Physics

Signature of the instructor required.

Open to exceptional students who wish to study an area of physics not covered in the standard curriculum. Usually offered every year.

Staff

PHYS 99d Senior Research

Prerequisites: PHYS 32b, 33a, 45a, or permission of the advising coordinator.

Signature of the instructor required.

Research assignments and preparation of a report under the direction of an instructor. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

PHYS 100a Classical Mechanics

[sn]

Prerequisites: PHYS 20a and 20b, or permission of the instructor.

Lagrangian dynamics, Hamiltonian mechanics, planetary motion, general theory of small vibrations. Introduction to continuum mechanics. Usually offered every second year. Last offered in the fall of 2001.

Ms. Chakraborty

PHYS 104a Condensed Matter I

[sn]

Mechanical and thermal properties of solids, liquids, and polymers. Emphasis on statistical physics, elasticity theory, and fluid dynamics, as theoretical tools for studying soft condensed matter systems. Examples include bacterial motion, protein folding, and packing of DNA in viral heads. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Kondev

PHYS 110a Mathematical Physics

[sn]

Complex variables; Fourier and Laplace transforms; special functions; partial differential equations. Usually offered every year. Last offered in the spring of 2002.

Mr. Deser

PHYS 113a First Year Tutorial I

[sn]

A review of physics from the most elementary topics to those treated in other first-year graduate courses. The environment of an oral qualifying examination is reproduced in the tutorial. Usually offered every year. Will be offered in the fall of 2002.

Mr. Heller

PHYS 113b First Year Tutorial II

[sn]

Continuation of PHYS 113a. Usually offered every year. Last offered in the spring of 2002.

Mr. Blocker

NPHY 115a Dynamical Systems, Chaos, and Fractals

(Formerly PHYS 115a)

[sn]

Prerequisite: PHYS 10a or 11a, MATH 21a, MATH 36a, or approved equivalents. This course may not be repeated for credit by students who have taken PHYS 115a in previous years.

Advanced introduction to the theory of nonlinear dynamical systems, bifurcations, chaotic behaviors, and fractal patterns. Concepts and analysis are illustrated by examples from physics, chemistry, and biology. The course will be complemented by a significant number of computer labs.

Usually offered every second year. Last offered in the spring of 2001.

Mr. Wang

PHYS 161a Electromagnetic Theory I

[sn]

Electrostatics, magnetostatics, boundary value problems. Usually offered every year. Will be offered in the fall of 2002.

Mr. Schnitzer

PHYS 161b Electromagnetic Theory II

[sn]

Maxwell's equations. Quasi-stationary phenomena. Radiation. Usually offered every year. Last offered in the spring of 2002.

Mr. Schnitzer

PHYS 162a Quantum Mechanics I

[sn]

Nonrelativistic quantum theory and its application to simple systems; spin systems and the harmonic oscillator. Feynman diagram visualization of time-dependent perturbation theory. Usually offered every year. Will be offered in the fall of 2002.

Mr. Lawrence

PHYS 162b Quantum Mechanics II

[sn]

Path integral formulation of quantum mechanics. Quantum treatment of identical particles. Approximate methods: variational, WKB, and perturbation theory. Applications to atoms, molecules, and solids. Usually offered every year. Last offered in the spring of 2002.

Mr. Blocker

PHYS 163a Statistical Physics and Thermodynamics

[sn]

The thermal properties of matter. Derivation of thermodynamics from statistical physics. Statistical theory of fluctuations. Usually offered every second year. Last offered in the spring of 2002.

Ms. Chakraborty

PHYS 167b Particle Phenomenology

[sn]

The phenomenology of elementary particles and the strong, weak, and electromagnetic interactions. Properties of particles, kinematics of scattering and decay, phase space, quark model, unitary symmetries, and conservation laws. Usually offered every second year. Last offered in the fall of 2001.

Mr. Blocker

PHYS 168b Introduction to Astrophysics

[sn]

Bremsstrahlung, synchrotron radiation, inverse Compton scattering. Extended and compact radio sources, jets, superluminal motion. Quasars and active galactic nuclei, IR to X-ray continua, spectral line formation. Black holes and accretion disks. Usually offered irregularly as demand requires; consult department. Usually offered every year. Last offered in the spring of 2002.

Messrs. Roberts and Wardle

PHYS 169b Advanced Laboratory

[sn]

Advanced laboratory for graduate students. Usually offered every year. Will be offered in the fall of 2002.

Mr. Heller

(200 and above) Primarily for Graduate Students

PHYS 200a General Relativity

Introduction to current research and problems in gravitational physics. Physical and mathematical background are provided as needed, but emphasis is on recent literature. Usually offered every second year.

Mr. Deser

PHYS 202a Quantum Mechanics III

Nonrelativistic field theory and relativistic quantum mechanics. Graphical version of time-dependent perturbation theory. Application of group theory to quantum mechanics. Usually offered every year.

Mr. Deser

PHYS 204a Condensed Matter II

Modern techniques such as effective field theory, scaling and the renormalization group are introduced, and used to study solids, magnets, liquid crystals, and macromolecules. Most of the theory is developed on simple models and applied experiments. Usually offered every second year.

Mr. Kondev

PHYS 210a Particle Seminar I

Analysis of important recent developments in particle physics. Usually offered every year.

Mr. Schnitzer

PHYS 210b Particle Seminar II

A continuation of PHYS 210a. Usually offered every year.

Mr. Schnitzer

PHYS 213a Advanced Examination Tutorial I

Supervised preparation for the advanced examination. Usually offered every year.

Staff

PHYS 213b Advanced Examination Tutorial II

Supervised preparation for the advanced examination. Usually offered every year.

Staff

PHYS 301a Astrophysics Seminar I

Advanced topics and current research in astrophysics are discussed. Usually offered every year.

Mr. Roberts

PHYS 301b Astrophysics Seminar II

A continuation of PHYS 301a. Usually offered every year.

Mr. Wardle

PHYS 302a Particle Seminar III

Seminar covers latest advances in elementary particle physics. Includes student presentations and invited speakers. Usually offered every year.

Mr. Kirsch

PHYS 302b Particle Seminar IV

A continuation of PHYS 302a. Usually offered every year.

Mr. Blocker

PHYS 303a Positron Seminar I

Seminar covers latest developments in atomic, solid-state, and surface physics as studied using positron techniques. Includes student presentations and invited speakers. Usually offered every year.

Mr. Canter

PHYS 303b Positron Seminar II

A continuation of PHYS 303a. Usually offered every year.

Mr. Canter

PHYS 304a Condensed Matter Seminar I

Analysis and discussion of recent important developments in solid-state physics. Usually offered every year.

Ms. Chakraborty

PHYS 304b Condensed Matter Seminar II

A continuation of PHYS 304a. Usually offered every year.

Mr. Kondev

PHYS 305a Liquid Crystals I

Recent advances in the physics of liquid crystals and related systems such as microemulsions, colloidal suspensions, and polymer solutions. Usually offered every year.

Mr. Meyer

PHYS 305b Liquid Crystals II

A continuation of PHYS 305a. Usually offered every year.

Mr. Fraden

NPHY 341b Neural Computation

An advanced graduate seminar course on current theoretical issues dealing with the dynamics and information processing of neural systems. Usually offered every year.

Mr. Wang

PHYS 349a Readings in Condensed Matter

Usually offered every year.

Ms. Chakraborty

Research Courses
PHYS 405d Experimental Elementary Particle Physics

Specific sections for individual faculty members as requested.

Staff

PHYS 408d Computational Neuroscience

Specific sections for individual faculty members as requested.

Staff

PHYS 409d Theoretical Elementary Particle Physics

Specific sections for individual faculty members as requested.

Staff

PHYS 417d Theoretical Condensed Matter Physics

Ms. Chakraborty and Mr. Kondev

PHYS 421d Relativity

Mr. Deser

PHYS 426d Astrophysics

Specific sections for individual faculty members as requested.

Staff

PHYS 429d Structural Biology

Staff

PHYS 430d Experimental Solid-State Physics

Specific sections for individual faculty members as requested.

Staff

PHYS 431d Experimental Condensed-Matter Physics

Specific sections for individual faculty members as requested.

Staff

PHYS 436d Biophysics

Staff

Cross-Listed Courses
BIOP 200b

Seminar in Biophysical Research

Department of Politics

Courses of Study:
Major (B.A.)
Combined B.A./M.A.
Master of Arts
Doctor of Philosophy

Objectives

Undergraduate Major

The undergraduate curriculum is designed to prepare students for careers in governmental and nongovernmental service, policy analysis, journalism, law and business, as well as for post-graduate work in political science. We are a department of "politics," and encourage students to engage important issues. We require students to familiarize themselves with the ways others have engaged important issues, from the classical philosophers whose works shape the Western political traditions to the modern political theorists and practitioners who shape the politics of the issues and places covered in our courses.

Politics courses are designed to develop an understanding of the various ways societies organize themselves to manage conflict and cooperation, and to make and implement public policy. Philosophical perspectives are provided primarily in the *political theory* courses; the U.S. system is studied primarily in the *American politics* courses; the politics of foreign countries are studied primarily in the *comparative politics* courses; and the relations among states are studied primarily in the *international politics* courses.

Graduate Program in Politics

The Graduate Program in Politics offers three degree programs leading to the degrees of Master of Arts in political science, Doctor of Philosophy in political science, or a joint Doctor of Philosophy in political science and social policy (with The Heller Graduate School). The Graduate Program in Political Science is distinguished by methodological emphasis on analytical case study, including comparative case study, rather than abstract mathematical modeling or statistical analysis. Our substantive emphasis is on the politics of democratic and democratizing regimes. The graduate curriculum emphasizes linkages among the patterns of American political development, contemporary American politics, and the politics of other developed and developing democratic systems. The

graduate curriculum also addresses the advanced industrial democracies of Western Europe and Japan, the democratizing states of Eastern Europe, and the international political, economic, and military-security relations among these states. Our Ph.D. students receive training in each of the major sub-field of political science, including qualitative research methods, through graduate-level "field seminars."

The graduate program features: (a) instruction in small seminars under close faculty supervision, (b) supervised independent study within the program, (c) supervised teaching assistantships, (d) opportunities for study in the consortium of universities in the Boston area, and (e) the opportunity to incorporate work in related and relevant fields, e.g., economics, history, and sociology.

How to Become an Undergraduate Major

Students are strongly encouraged to take at least two or three politics courses during their first two years at Brandeis. These courses, which will count toward the nine-course major requirement, are normally selected from among the introductory courses, but may include more advanced courses or seminars, after consultation with the departmental undergraduate advising head. Declaration of the major normally is completed during the second semester of the second year.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. Normally, the student's undergraduate training must be in a field of social sciences to be considered for admission to this program. Applicants are expected to take the Graduate Record Examination. Evidence of successful graduate study is highly desirable.

Faculty

Steven Burg, Chair

Comparative politics. Ethnic politics. East European politics. Conflict resolution.

Jeffrey Abramson

Political theory. Constitutional law. Media and politics.

Robert Art

International relations. U.S. foreign policy.

Seyom Brown

International relations. World politics.

Donald Hindley

Comparative politics. Southeast Asian and Latin American politics.

Jytte Klausen, Graduate Director

Comparative politics. Western Europe. Political economy of advanced industrial societies.

Martin Levin

American politics. Politics of administration.

George Ross

French and European politics.

Mireya Solis

International political economy. Japanese politics. Trade and foreign investment.

Steven Teles

American politics. Comparative public policy.

Ralph Thaxton

Comparative politics. East Asia. China. Comparative revolutions. Comparative democratic movements.

Eva Thorne

International political economy. International institutions and Third World development. Latin American politics.

Peter Woll, Undergraduate Advising Head

American politics and government. Administrative law. Congress.

Bernard Yack

Political theory. History of political thought. Nationalism. Cultural pluralism.

Requirements for the Undergraduate Major

A. All politics majors must complete satisfactorily at least nine semester courses from among politics and cross-listed courses. A minimum of five semester courses counted toward major credit must be taught by faculty of the Department of Politics. No course grade below a C- will be given credit toward meeting the requirement of nine courses for the major.

B. No course taken pass/fail may count toward requirements for the major.

C. With the approval of the departmental undergraduate advising head, students may receive politics credit for the major for up to two semester courses satisfactorily completed at the University outside of the politics department and its cross-listed courses. Such approval is subject to several limitations. First, as stated in (A), majors must complete satisfactorily at least five courses taught by politics department faculty. Second, approval will be given only where the nondepartmental courses are distinctly politics-oriented and exhibit a political science approach to the material. Third, in most circumstances, approval will not be given for any nondepartmental courses when a comparable course exists within the politics department or its cross-listed offerings.

D. With the approval of the departmental undergraduate advising head, transfer students and those taking a year's study abroad may apply up to four semester courses taught elsewhere toward fulfilling the requirements for the major. The five course requirement of (A), above, remains in effect.

E. All politics majors as part of the overall departmental requirement of nine courses, must complete satisfactorily (with a grade of C- or better) one course in each of the following subfields: American politics; comparative politics; and international politics. In addition, all politics majors must complete satisfactorily (with a grade of C- or better) one of the following courses in the political theory subfield: POL 10a (Introduction to Political Theory); HIST 183b (Community and Alienation: Social Theory from Hegel to Freud); POL 184a (Utopia and Power in Modern Political Thought); HIST 133a (Politics of the Enlightenment); or POL 195b (American Political Thought).

F. The department *strongly* recommends that majors complete *introductory* courses in at least three of the subfields by the end of the *sophomore* year. These introductory courses include POL 10a (Introduction to Political Theory), POL 11b (Comparative Government: Europe), POL 14b (Introduction to American Government), and POL 15a (Introduction to International Relations). Other courses may also serve as "introductions" to the subfields; majors should consult with their politics advisors when selecting courses.

G. All politics majors are required to complete one departmental seminar, usually during the junior and senior years, and are strongly urged to take at least two.

H. Admission to the departmental honors program requires completion of at least one departmental seminar, and a GPA in politics of at least 3.20 by the end of the junior year. Candidates for departmental honors are required to enroll in POL 99d under the direction of their thesis advisor *and* to participate in the honors colloquium under the direction of the head of the Politics Honors Program. Students enrolled in POL 99d can receive up to two course credits for their completed work, and this will count toward the nine-course requirement.

I. With the permission of the instructor, third- and fourth-year students may enroll in politics graduate courses for major credit.

Combined B.A./M.A. Program

This program is designed to enable exceptional undergraduates to earn two degrees simultaneously during their period of study at Brandeis University. Admission to the program requires an overall GPA of 3.33 and a GPA in politics of 3.50 (based on the completion of at least six politics courses, five of which having been taught by politics department faculty) by the end of their fifth semester (usually fall term of the junior year). Students must apply to the program through the Graduate School of Arts and Sciences by March 1 of the junior year. Their applications will be considered along with those of external applicants to the M.A. Program. The program requires the completion of 38 courses, six courses beyond the 32 required for completion of the B.A. degree. These six courses will not be counted toward the completion of the nine courses required for the completion of the politics major. Students must complete the following: two Graduate Field Seminars; two upper-level politics courses (taken for graduate credit with the permission of the instructor and the Politics Graduate Director); POL 350a and 350b (Master's Project)—under the direction of a member of the politics faculty. A completed Master's Thesis will be accepted for simultaneous consideration for undergraduate honors in politics.

All candidates for the combined B.A./M.A. must complete all requirements for the program by the end of their eighth semester (for those entering as freshmen). If the requirements for the M.A. portion are not complete at that time then the student is eligible only for the B.A. degree.

Requirements for the Degree of Master of Arts

The Department of Politics offers a Master of Arts program for part-time or full-time students. Full-time students will be expected to complete the course work in one year, and may take up to another year to complete a master's project. Part-time students, with the approval of the department, may take up to four years to complete the required courses and a Master's Project. Students desiring to continue their studies toward the Ph.D. must apply for admission to that program.

Course Requirements

Students will be required to complete eight courses (with a grade of B- or better) as follows: one of the core field graduate seminars POL 213a (Comparative Political Institutions and Public Policy), 214a (The United States in World Politics), 215a (American Political Development), or 216a (Liberalism and Its Critics); five courses from more specialized offerings, i.e., from graduate-level courses (special topics courses or field seminars, as appropriate), seminars, and upper-level undergraduate courses (seminars and advanced lecture classes) that offer additional work for graduate credit; and a two-semester sequence of directed study culminating in a completed Master's Project, which can be an original research project, a comprehensive literature review (a critique of a subfield of political science), or another type of undertaking that is appropriate for the student's course of study.

Special Notes Relating to the Graduate Program

Degree of Master of Arts

If the core seminar in the student's field is not taught the year the student is in residence, the graduate advisor (in consultation with the student and his/her advisor) will designate an alternative course that will provide the student an overview of that field.

If appropriate, students may substitute other classes to fulfill the course requirements. All substitutions must be approved by the student's advisor and the Politics Department Graduate Committee.

Requirements for the Degree of Doctor of Philosophy

Program of Study

The student must complete three years in residence and a minimum of 12 term courses. The graduate curriculum has two main parts: a core curriculum and a special area of competency. Each graduate student is required to take all five core courses: American Political Development, Liberalism and its Critics, Comparative Political Institutions and Public Policy, The United States and World Politics, and Research Methods and Methodology. In addition, students are required to take a Special Area of Competency Independent Study in their fourth semester.

There are six special areas of competency for students to choose from (these are not exhaustive and students may offer other special areas subject to approval of the Graduate Committee): American Political Development; American Foreign Policy; Defense, Economic, and Human Rights Issues; The Welfare State in Comparative Perspective; Law and Politics; Environmental and Regulatory Politics; and Democratic Citizenship and Ethnic Identity.

Within each special area chosen, students are expected to have a broad knowledge of the major theoretical and analytical approaches, a more intensive familiarity with one or more functional subareas, and, where appropriate, special expertise in particular geographic areas and historical periods.

The standard work load for full-time students is at least three courses in each term of their first two years of study. Fourth courses and audits are encouraged, but the load is deliberately set so that the student may supplement his or her regular course work with independent reading and scholarship. Reading courses will not be offered to first-semester students and will be discouraged generally during the first year. By the outset of the second year, students should have identified their special area of competency and should make this known to their advisor and the graduate advising head.

Teaching Requirement

The development of college-level teaching competency is an integral part of the department's professional training for the Ph.D. All funded students are required to serve as Teaching Fellows, and to participate in the departmental graduate proseminar (POL 340), a year-long, non-credit course focused on professional development, including teaching competency.

Research Tools Requirement

Each student is required to either pass a language examination (normally administered within the program) designed to test for a reading knowledge of a foreign language sufficient to conduct doctoral dissertation research or pass with a B- or better course work in statistics approved by the graduate advising head.

Neither courses taken in conjunction with the language examination nor statistics courses may be counted for course credit toward the Ph.D.

Evaluation of First Year

At the end of each student's first year in the graduate program, there will be a consultation between the student and two members of the program to evaluate the student's academic progress to determine whether the student should be allowed to continue in the program and to help plan the student's subsequent work.

Qualifying Examinations

Normally, at the beginning of the fifth semester, a formal oral and written examination for candidacy for the Ph.D. is given covering the core curriculum and the student's special area of competency. Each student takes a written exam on the core curriculum (early September) and an oral exam on the core and special area of competency (mid-September).

Students who satisfactorily complete the Ph.D. qualifying examinations must submit a dissertation prospectus by the end of the sixth term in the program. Extension of this line requires approval by the department's graduate committee.

Dissertation and Defense

The dissertation will be completed under the supervision of an appropriate member of the department's faculty. The dissertation proposal must be sponsored by a committee of at least two members of the faculty appointed by the department's graduate advising head in consultation with the graduate committee. It is assumed that the writing of the dissertation will take at least one year and, barring exceptional circumstances, not more than two and one-half years. The student must successfully defend the dissertation at a Final Oral Examination conducted by his or her two departmental supervisors and another faculty member from outside the department or from another university.

Requirements for the Joint Degree of Doctor of Philosophy in Political Science and Social Policy (with The Heller Graduate School)

Program of Study

The student must complete three years in residence and complete a minimum of at least 18 courses. At least nine of these courses must be offered in the politics department. Four of the nine politics courses must be the core courses: American Political Development, Liberalism and its Critics, Comparative Political Institutions and Public Policy, and The United States and World Politics. (The core course requirement of International Relations may be fulfilled with an appropriate substitute.) A minimum of nine courses must be taken in The Heller Graduate School.

Research Tools Requirement

Students must complete at least one statistics course (usually HS 401b (Research Methods)).

For certain specializations, proficiency (as determined by examination) in a foreign language may be required. Language courses taken in preparation for the examination will not be counted for course credit toward the Ph.D. degree.

Qualifying Examinations

Students must fulfill comprehensive exam requirements in the politics department and The Heller Graduate School. Students must complete a "comprehensive paper" as required by The Heller Graduate School curriculum. For the politics department, students must complete a formal oral and written examination for candidacy for the Ph.D. covering the core courses and all elective politics courses. This examination is normally administered at the beginning of the student's fifth semester.

Dissertation and Final Oral Examination

The student's dissertation committee will consist of five people: two faculty members each from the politics department and The Heller Graduate School and another faculty member from outside the department or outside the University. The student must successfully defend the dissertation at a Final Oral Examination conducted by his or her dissertation committee.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

Introductory Courses (POL 10a-15a)

POL 10a Introduction to Political Theory

[ss]

Examination of classical political texts and modern writings for insights on central problems of political discourse such as power and authority, human nature, freedom, obligation, justice, and the organization of the state. Open to first-year students. Usually offered every year. Will be offered in the fall of 2002.

Mr. Abramson

POL 11b Introduction to Comparative Government: Europe

[ss]

Introduction to basic concepts in comparative politics through study of the government and politics of European democracies. Open to first-year students. Usually offered every year. Last offered in the spring of 2002.

Mr. Burg or Ms. Klausen

POL 14b Introduction to American Government

[ss]

Analysis of American political institutions; Congress, Presidency, Supreme Court, bureaucracy, political parties, pressure groups, and problems of governmental decision-making in relation to specific areas of public policy. Open to first-year students. Usually offered every semester. Will be offered in the fall of 2002.

Messrs. Teles or Woll

POL 15a Introduction to International Relations

[ss]

General introduction to international politics, emphasizing the essential characteristics of the international system as a basis for understanding the foreign policy of individual countries. Analysis of causes of war, conditions of peace, patterns of influence, the nature of the world's political economy, global environmental issues, human rights, and prospects for international organizations. Open to first-year students. Usually offered every semester. Will be offered in the fall of 2002.

Messrs. Art, Brown, or Ms. Solis

POL 98a Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

POL 98b Independent Study

Signature of the instructor required.

Usually offered every year.

Staff

POL 99d Senior Research: Honors Thesis

Signature of the instructor required.

Students will consult with the head of the Politics Honors Program before being assigned to a professor for the supervision of their theses and will participate in a biweekly colloquium. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

Note that advanced undergraduate courses may be taken for graduate credit, only with the approval of the graduate advising head.

American Politics

(POL 14b and POL 101a-126a)

POL 101a Parties, Interest Groups, and Public Opinion

[ss]

Role and organization of political parties, interest groups, and public opinion in the American political system. Emphasis on historical development and current political behavior in the United States in relation to American democratic theory. Comparison with other countries to illuminate U.S. practice. Usually offered every second year. Last offered in the fall of 2001.

Staff

POL 102b A Political Experience: The American Voter

[ss]

Prerequisite: One course in politics.

Enrollment limited to 150. Seniors and juniors have priority for undergraduate admission.

Focuses on issues such as women as political candidates, problems of effective state governance in a multicultural and complex society, and the changing role of national governance in a transitional world. Topic for spring 2002: The American Voter. Usually offered every second year. Last offered in the spring of 2002.

Mr. Schneider

POL 103b Seminar: Political Leadership

[ss]

Examines political leadership through biographies, autobiographies, and biographical fiction. These are used to help us understand and compare different modes of political leadership, including the "apolitical-rationalist" (McGeorge Bundy), "political" (Lincoln, Johnson, Truman), and the ostensibly "non-political expert" (Robert Moses). Usually offered every year. Will be offered in the fall of 2002.

Mr. Levin

POL 105a Elections in America

[ss]

Examines modern campaigns and elections to the United States presidency and Congress. Topics include the influence of partisanship, policy differences, and candidate images on the vote; the impact of money on campaigns; the role of the mass media; and the differences among presidential, Senate, and House elections. Usually offered every third year. Last offered in the fall of 2000.

Mr. Tamas

POL 107b Immigration Control and the Liberal State

[ss]

Enrollment limited to 20.

Examines immigration politics and policy in the United States, with some reference to European experiences. Applying theories of migration to empirical case studies, we devote particular attention to the conflicts that have arisen between liberal principles and policies of migration control. Special one-time offering. Will be offered in the spring of 2003.

Ms. Ellermann

POL 108b Social Movements in American Politics

[ss]

Analysis of American mass political movements and their influences on American politics. Topics include the relationship between social movements and interest groups, the evolution of social movements into political parties, and case studies of specific political movements. Usually offered every third year. Last offered in the spring of 2002.

Mr. Tamas

POL 110a Media Politics and Society

[ss]

A broad-based inquiry into the role of the media in contemporary American society, with special emphasis on the political impact of the media, the ethics of good reporting, the rise of new technologies, and current legal issues regarding freedom of the press. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Abramson

POL 111a The American Congress

[ss]

The structure and behavior of the Congress. Emphasis on the way member incentives for reelection, power on Capitol Hill, and good public policy shape Congress. Usually offered every second year. Last offered in the spring of 2002.

Staff

POL 112a National Government of the United States
[ss]

The roles played by Congress, the president, the bureaucracy, and the courts in policy-making at the national level. Contrasting perspectives, incentives, and capabilities of each institution; formation of coalitions across institutional lines; and changes in institutions over time. Usually offered every third year. Last offered in the fall of 2000. Mr. Teles

POL 112b Seminar: Leadership Selection and Institutional Change
[ss]

Signature of the instructor required.
Emphasizes how major political figures are identified, recruited, and selected for key positions of institutional power within the United States and the impact that these choices have upon the functioning of those institutions. Usually offered every fourth year. Will be offered in the fall of 2002. Staff

POL 113b The American Presidency
[ss]

Philosophical and historical origins of the presidency, examining the constitutional role of the chief executive. Historical development of the presidency, particularly the emergence of the modern presidency during the 20th century. Contemporary relationships between the presidency and the electorate, as well as the other branches of government. Usually offered every second year. Last offered in the spring of 2001. Staff

POL 114b The Politics of Poverty and Welfare Policy
[ss]

Enrollment limited to 25.
Examines the modern debate about the causes and remedies for persistent urban poverty, and places that debate in its historical and political context. Sources include works on poverty from sociology, economics, anthropology, history, and political science. Usually offered every fourth year. Last offered in the spring of 2000. Mr. Teles

POL 115a Constitutional Law
[ss]

Analysis of core principles of constitutional law as formulated by the Supreme Court. Primary focus on the First Amendment, the Equal Protection and Due Process clauses, federalism, the commerce clause, and the separation of powers. Emphasis also on the moral values and political theories that form our constitutional system. Usually offered every year. Will be offered in the fall of 2002. Mr. Woll

POL 115b Seminar: Constitutional Law and Theory
[ss]

Signature of the instructor required.
Advanced research seminar on selected issues of constitutional law. Usually offered every year. Last offered in the spring of 2002. Mr. Woll

POL 116b Civil Liberties in America
[ss]

The history and politics of civil liberties and civil rights in the United States, with emphasis on the period from World War I to the present. Emphasis on freedom of speech, religion, abortion, privacy, racial discrimination, and affirmative action. Readings from Supreme Court cases and influential works by historians and political philosophers. Usually offered every year. Last offered in the spring of 2002. Mr. Abramson

POL 117a Administrative Law
[ss]

Signature of the instructor required.
The role of administrative agencies in lawmaking and adjudication. Emphasis on the problem of defining and protecting the public interest, as well as the rights of individuals and groups directly involved in administrative proceedings. Usually offered every second year. Will be offered in the fall of 2002. Mr. Woll

POL 119a Reinventing Government
[ss]

An examination of effective strategies that make government work. Particular emphasis on the problem of implementing innovation with the focus on the tools for managers to become innovators. Osborne's classic *Reinventing Government* is used as the standard to compare to its critique. Usually offered every year. Mr. Levin

POL 120b Seminar: The New Politics of Public Policy-Making
[ss]

Has a new form of public policy-making developed in American national government over the past few decades? If so, what is its nature? Why, despite conservative presidential election victories, have new and expensive programs continued to be initiated? Usually offered every year. Will be offered in the fall of 2002. Mr. Levin

POL 122b Seminar: Policy Analysis and Policy Implementation
[ss]

Signature of the instructor required.
Development of a framework for policy analysis that integrates economic tools and political science thinking. Application of this "political economy" approach to several problems and cases. Usually offered every second year. Last offered in the fall of 2001. Staff

POL 124a Race and Politics in the United States
[ss]

Enrollment limited to 30.
Focuses on how attributes of racial difference shape American political institutions and our civil and public life. Usually offered every second year. Last offered in the spring of 2001. Mr. Teles

POL 125a Women in American Politics
[ss]

Addresses three major dimensions of women's political participation: social reform and women-identified issues; women's organizations and institutions; women politicians, electoral politics, and party identification. Covers historical context and contemporary developments in women's political activity. Usually offered every second year. Last offered in the spring of 2002. Staff

POL 126b Seminar: Ideas and Intellectuals in Politics
[ss]

Enrollment limited to 25.
The role of ideas and intellectuals in politics from the perspectives of political theory, American, and comparative politics. Emphasizes the interaction of ideas, institutions, and interests, along with normative judgments as to the desirability of intellectuals as political actors. Usually offered every second year. Last offered in the spring of 2002. Mr. Teles

Comparative Politics
(POL 11b and POL 127b-159a)

POL 127b Seminar: Managing Ethnic Conflict
[ss]

Comparative study of the sources and character of interethnic conflict, with emphasis on the processes by which groups become politicized, and the strategies and techniques for managing conflict in a democratic system. Usually offered every year. Last offered in the spring of 2002. Mr. Burg

POL 128a The Politics of Revolution: State Violence and Popular Insurgency in the Third World
[nw ss]

Introduction to 20th-century revolutionary movements in the Third World, focusing on the emergence of peasant-based resistance and revolution in the world beyond the West, and on the role of state violence in provoking popular involvement in protest, rebellion, and insurgency. Usually offered every year. Last offered in the spring of 2002. Mr. Thaxton

POL 129a East European Politics

[ss]

Politics and society in the post-Communist states of Eastern Europe, drawing general lessons about the relationships among social modernization, nationalism, and democratic transition. Usually offered every fourth year. Last offered in the fall of 1999.

Mr. Burg

POL 131b Social Movements in Latin America

[ss]

Origins, dynamics, and social and cultural impact of movements among indigenous groups, women, peasants, blacks in Latin America since the 1980s. Comparative study of other social movements in Latin America and elsewhere in the world. Usually offered every year. Will be offered in the fall of 2002.

Ms. Thorne

POL 133a Japanese Political Economy

[nw ss]

Introduction to the politics and economics of Japan. Discusses the implications of the Japanese development model, and the recent wave of economic and political reforms in the country. Usually offered every year. Will be offered in the fall of 2002.

Ms. Solis

POL 134b Japan and the World

[nw ss]

A historical overview and contemporary analysis of Japan's diplomatic and economic relations with the world. Usually offered every second year. Last offered in the fall of 2001.

Ms. Solis

POL 140a Politics of Africa

[nw ss]

Political transformation in Africa from the rise of nationalism to the search for effective governance and development. Case studies may include Nigeria, Tanzania, Cote d'Ivoire, Mali, Madagascar, and South Africa. Usually offered every year.

Ms. Seely

POL 144a Latin American Politics I

[nw ss]

Revolution, order, and regime transition in northern Latin America. Specific examination of the Mexican and Cuban revolutions and their outcomes. POL 144a is independent of POL 144b. Usually offered every year. Will be offered in the fall of 2002.

Mr. Hindley

POL 144b Latin American Politics II

[nw ss]

Emphasis on elite control, military intervention, populist politics, and the uncertain process of democratization. Brazil and Argentina are examined specifically. POL 144b is independent of POL 144a. Usually offered every year. Last offered in the spring of 2002.

Mr. Hindley

POL 146b Revolutions in the Third World

[nw ss]

Studies revolutionary situations, revolutionary movements (successful and unsuccessful), and revolutionary regimes in the Third World since World War II. Specifically focuses on Indochina (including Vietnam), Bolivia, and Central America (including Nicaragua and El Salvador). Is at times offered as a seminar. Usually offered every year. Last offered in the spring of 2002.

Mr. Hindley

POL 147a The Government and Politics of China

[nw ss]

Introduction to major themes of Chinese politics, emphasizing the rise of the Chinese Communists and the post-1949 trends in domestic politics, while also surveying historical, sociological, and cultural influences in Chinese politics. Attention to the nature of the traditional state, impact of colonialism, national revolution, and the course of contemporary state development. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Thaxton

POL 148a Seminar: Contemporary Chinese Politics

[nw ss]

Signature of the instructor required.

A broad and in-depth understanding of key issues in contemporary Chinese politics—China after 1949. Emphasis on the role of the state in promoting economic development, social betterment, political stability, and justice. Special attention to the Tiananmen Protest Movement of 1989. Usually offered every second year. Last offered in the spring of 2002.

Mr. Thaxton

POL 150a Politics of Southeast Asia

[nw ss]

Introduction to the politics of modern Southeast Asia, with the focus on the indigenous peoples and their cultures, societies, and histories. The greatly changed and changing political systems of Indonesia and Thailand are examined individually in some depth. Usually offered every year. Will be offered in the fall of 2002.

Mr. Hindley

POL 152a Seminar: The Political Economy of Advanced Industrial Democracies

[ss]

Introduction to the history and theory of political economy, paying particular attention to the relationship between capitalism and democracy. Analysis of the scope and role of government in the economies of the advanced industrial democracies (Western Europe and North America since 1945). Usually offered every second year. Last offered in the fall of 2001.

Ms. Klausen

POL 153a The New Europe: European Economic and Political Integration

[ss]

The institutions and policy-making processes of the European Union (EU). Western European political and economic integration since 1945 and the resurgence of European integration since the mid-1980s. Social policy issues, policy harmonization and economic integration, European citizenship, and the reorientation of national politics in response to community expansion. The future of European unity and national cultures. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Ross

POL 154a Seminar: Citizenship

[ss]

Enrollment limited to 25.

Liberal theory presumes the progress of history to be, in the words of John Stuart Mill, a gradual "doing away with privilege." The course examines the frontiers of social and political justice through readings drawn from literature, political science, and history. Usually offered every third year. Last offered in the spring of 2000.

Ms. Klausen

POL 155b German Political Development after 1945

[ss]

Examines the creation of the Federal Republic of Germany, the development of liberal political culture in Germany, and the extremist challenges. Reunification and Germany's relationship with Europe and international organizations are also discussed. Textbook material will mix German novels and films with political science texts. Usually offered every year.

Ms. Klausen

POL 156b West European Political Systems

[ss]

The comparative politics of Western Europe. Focuses on the development of political parties and social movements in Britain, France, and Germany—particularly since 1945—to determine how they affect policies and the citizenry's participation in modern democracies. Usually offered every third year. Last offered in the spring of 2002.

Ms. Klausen or Mr. Ross

POL 157b Building a New Europe: Politics, Economics, Societies, and Culture

[ss]

Survey of the most important contemporary issues in the creation of a new integrated Europe, including boundaries, economics, governance, defense, culture, and the future of European-U.S. relations. Discussions with leading European academics and policy practitioners. Usually offered every third year. Last offered in the spring of 2001.

Mr. Ross

POL 158b Comparative Perspectives on the Law and Politics of Group Rights

[ss]

Prerequisites: POL 11b or POL 14b.

The creation of new group rights for disadvantaged populations in democratic states through constitutional reform and affirmative action, and the legal and political dilemmas raised by efforts to implement these rights. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Klausen

POL 159a Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

[ss]

Capstone course for Social Justice and Social Policy Program.

How voting and political mobilization have helped women's organizations and trade unions obtain social rights by means of welfare state expansion. Historical perspective on collective action and political reform movements, and their role in creating the modern welfare state in 20th-century Europe and United States. Strategies of political mobilization, interest groups, and the politics of the advanced welfare state. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Klausen

International Politics

(POL 15a and POL 160b-180b)

POL 160b World Politics since 1945

[ss]

The dominant issues, alignments, and antagonisms in world politics since the conclusion of World War II. The extent to which these configurations of world politics have been determined by systemic and structural forces and have been the product of deliberate human choice. Alternative future configurations of the world's political system. Usually offered every year. Will be offered in the fall of 2002.

Mr. Brown

POL 161b Causes and Prevention of War

[ss]

Insights from world history, the social sciences, and political philosophy about the causes, prevention, and control of war. Students learn about current war/peace diplomacy through participation in a simulation. Usually offered every year. Will be offered in the fall of 2002.

Mr. Brown

POL 163a Seminar: Human Rights and International Relations

[ss]

Prerequisite: POL 15a or equivalent.

How human rights issues are affecting and being handled by the nation-state system. Traditional vs. reformist views. Universalism vs. cultural relativism. Contemporary case studies. Usually offered every year. Last offered in the spring of 2002.

Mr. Brown

POL 167a United States and China in World Politics

[ss]

Issues in U.S.-China relations, including Taiwan and Tibet, the formation of a Greater China, military security and use of nuclear weapons, human rights, Chinese and American versions of nationalism and internationalism, and others. Usually offered every year. Will be offered in the fall of 2002.

Mr. Thaxton

POL 168b American Foreign Policy

[ss]

Overview of America's foreign policy since 1945. Topics include the Cold War era, the economic competitiveness of the United States, the role of the United States in selected world regions, the role of human rights in U.S. foreign policy, the U.S. participation in the United Nations, post-Cold War foreign policy, and the making and implementing of foreign policy. Usually offered every year. Last offered in the spring of 2002.

Mr. Art

POL 172b Introduction to International Political Economy

[ss]

The politics and modern evolution of international economic relations, comprising trade, money, technological transfer, and natural resources. Also the role of states and transnational actors in international markets and the global differentiation of power, and distribution of wealth. Usually offered every year. Will be offered in the fall of 2002.

Ms. Solis

POL 174b Seminar: Problems of National Security

[ss]

Analysis of the role and utility of military power in international politics. Selected case studies from the 20th century. Selected topics on post-Cold War military issues, including the spread of weapons of mass destruction, collective approaches to coercion, and the role of U.S. military power in world stability. Usually offered every year. Last offered in the spring of 2002.

Mr. Art

POL 175b Global Civil Society

[ss]

The role of international organizations in the contemporary global political and economic system, the ways in which they influence or contribute to major international policy issues, and the interactions between international organizations and global civil society. Usually offered every year. Last offered in the spring of 2002.

Ms. Thorne

POL 176a Seminar: International Crisis Management, Intervention, and Peacekeeping

[ss]

The evolution of international peacekeeping operations, the use of force under international law, and mechanisms for the peaceful resolution of international conflicts. Includes detailed case study of the crisis in former Yugoslavia. Usually offered every second year. Last offered in the spring of 2001.

Mr. Burg

POL 178a Seminar: International Politics of the Pacific

[ss]

Introduction to the Pacific area and its importance in international politics. Focus on East Asia, South and Southeast Asia, Oceania, and the Western Pacific. Topics include Soviet and U.S. expansion into the Pacific World, with special attention to America's stake in Asia; the rise of Japan as a political and economic force before and after World War II; the emergence of revolutionary China and China's participation in the world economy; the fate of "neutralist" states in Southeast Asia; and the role of Oceania in international trade and security. Usually offered every year. Last offered in the fall of 2001.

Mr. Thaxton

POL 180b Sustaining Development

[nw ss]

Prerequisite: Some familiarity with development issues. Enrollment limited to 20.

Explores different institutionalized approaches to development. Examines how institutions affect development in selected geographic areas, at levels ranging from local to national and international. Considers why similar policies when implemented in different ways may lead to quite distinct outcomes. Usually offered every year. Will be offered in the fall of 2002.

Ms. Thorne

Political Theory and Methods
(POL 10a and POL 181b-196b)

POL 187b Conservative Political Thought
[ss]

Focuses on American and European thinkers, with an emphasis on critics of equality and unlimited commercial and civil liberty. Readings include political philosophy and literature. Authors may include Burke, Oakeshott, Calhoun, Conrad, Tocqueville, Augustine, Nisbett, Strauss, and C.S. Lewis. Usually offered every second year. Last offered in the spring of 2002.

Mr. Teles

POL 189a Marx, Nietzsche and Twentieth Century Radicalism
[ss]

Comparison of two powerful and influential critiques of modern politics and society. Explanation of Marx's work, both for its own insights and as a model for radical theorists; and of Nietzsche's work as an alternative conception of radical social criticism. Usually offered every year. Will be offered in the fall of 2002.

Mr. Yack

POL 192b Seminar: Topics in Law and Political Theory
[ss]

Signature of the instructor required.

Interplay among law, morality, and political theory. Specific topics vary from year to year. Usually offered every year. Last offered in the spring of 2002.

Mr. Abramson

POL 194a Politics and the Novel
[ss]

Selected works of fiction as sources of political ideas and pictures of political and social life. How modern fiction helps us understand social change, societies in transition and decay, revolution, law, bureaucracy, and ethnicity. Authors such as Kafka, Conrad, Borges, Dostoevsky, Ford Madox Ford, Babel, Greene, Malraux, and Carpenter. Usually offered every second year. Last offered in the spring of 2002.

Mr. Levin

(200 and above) Primarily for Graduate Students

Seminars for Graduate Students

POL 212a Graduate Seminar: Research Methods and Methodology
A library intensive course.

Familiarizes students with the major research techniques of a qualitative nature for political science and addresses central issues in the logic of inquiry in social science. Issues and techniques include the case study method, the comparative method, counterfactual, and research design. Usually offered every second year. Last offered in the spring of 2002.

Staff

POL 213a Graduate Seminar: Comparative Political Institutions and Public Policy

Studies the ideas and institutions of representative democracy from a comparative perspective. Topics include parties and party systems, variations in constitutional government from presidentialism to parliamentarianism, the process and prerequisites of democratization, and the comparative politics of the welfare state. Usually offered every second year. Last offered in the fall of 2001.

Mr. Burg, Ms. Klausen or Mr. Ross

POL 213b Graduate Seminar: Selected Topics in Comparative Politics

Provides graduate students an opportunity to engage in research and discussion of selected issues in comparative politics. Usually offered every second year. Will be offered in the fall of 2002.

Staff

POL 214a Graduate Seminar: International Relations

Examines the international relations of national political systems. Topics include the impact of evolving international institutions and norms on the course of world politics; the effects of security, economic, and environmental factors; and the interaction between domestic politics and foreign policy. Special attention is given to American foreign policy and the changing place of the United States in world politics. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Art

POL 214b Graduate Seminar: Selected Topics in World Politics

Provides graduate students an opportunity to engage in research and discussion of selected issues in the international dimensions of world politics. Each term it deals with a different topic in greater depth than is possible in the context of the program's field seminar in this area. Usually offered every second year. Last offered in the spring of 2002.

Mr. Brown

POL 215a Graduate Seminar: American Political Development

Examines the creation and evolution of national institutions in the United States. Themes include the influence of ideas on institutional development; the influence of institutional arrangements on conflicts and policies; and the changing nature of ideas and institutions, especially in such pivotal periods as the Founding, the Civil War, the Progressive Era, the New Deal, and the 1960s and 1970s. Usually offered every second year. Last offered in the spring of 2001.

Mr. Teles

POL 215b Graduate Seminar: Advanced Topics in American Politics

Provides graduate students an opportunity to engage in research and discussion of selected issues in American politics. Each term the seminar deals with a different topic in greater depth than is possible in the context of the program's field seminar in this area. Usually offered every second year.

Staff

POL 216a Liberalism and Its Critics

An intensive philosophical inquiry into the ideas that have shaped politics and government in the United States and Europe. Focuses on the liberal tradition and the way it has shaped the concepts of democracy, individual rights, and citizenship. Places liberalism in the context of comparative ideology to shed light on American "exceptionalism" and the degree to which European political systems offer a fundamentally distinct understanding of representative government. Usually offered every second year. Last offered in the fall of 2001.

Mr. Abramson

POL 216b Seminar: Advanced Topics in Political Theory

Provides graduate students an opportunity to engage in research and discussion of selected issues in political theory. Each term it deals with a different topic in greater depth than is possible in the context of the program's field seminar in this area. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Abramson

POL 280a Seminar: Comparative Institutions and Sustainable Development

Why similar policies using similar material resources, but different institutional paths, may lead to quite different outcomes. How different institutions (local, national, international, governmental, and nongovernmental) shape development performance, including production, poverty levels, and sustainability of the environment.

Staff

Supervised Study for Graduate Students**POL 302a and b Readings in Politics**

Specific sections for individual faculty members as requested.
Offered every year.
Staff

POL 340d Proseminar

Required of all Ph.D. and M.A. students. Not for credit.

Year-long course that meets bi-weekly. Focuses on professional development, including teaching competency. Offered every year. Will be offered in the fall of 2002.
Mr. Klausen

POL 350a and b Master's Project

Master's project research and preparation. Usually offered every year.
Staff

POL 400d Dissertation Research

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested.
Staff

Cross-Listed Courses**American Politics**

HS 104b
American Health Care

HS 110a
Wealth and Poverty

Comparative Politics

AAAS 175a
Comparative Politics of North Africa

NEJS 145b
The Making of the Modern Middle East

NEJS 197b
Political Cultures of the Middle East

SOC 123b
Crisis of the Welfare State

SOC 155b
Protest, Politics, and Change:
Social Movements

SOC 161a
Society, State, and Power: The Problem
of Democracy

International Politics

AAAS 163b
Africa in World Politics

LGLS 125b

International Law, Organizations, and
Conflict Resolution

NEJS 147b

The Arab-Israeli Conflict

Political Theory and Methods**HIST 133a**

Politics of the Enlightenment

HIST 181b

Red Flags/Black Flags: Marxism vs.
Anarchism, 1845-1968

HIST 183b

Community and Alienation: Social Theory
from Hegel to Freud

HIST 192b

Romantic and Existentialist Political
Thought

HIST 195b

American Political Thought: From the Gilded
Age through the New Deal

Post-Baccalaureate Premedical Program

Objectives

The Post-Baccalaureate Premedical Program at Brandeis University is designed for people who have received a bachelor's degree from an accredited university and are interested in taking science courses they did not take while undergraduates. This small, intensive program allows accepted students to enter Brandeis University's Graduate School as non-degree-seeking students and to enroll in those biology, chemistry, physics, and math courses necessary for admission to a health professional school. The program is not remedial. It is intended for those who still need to take the majority of courses required for admission to medical and other health professional schools.

How to Be Admitted to the Post-Baccalaureate Program

Applications will be considered on a rolling basis starting January 15, until the program is filled. The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this program. It is recommended that applicants have some background in math and some volunteer experience in the medical field.

Board of Premedical Advisors

Andrew Simmons, Chair
(Academic Affairs)

Bulbul Chakraborty
(Physics)

Peter Conrad
(Sociology)

Emily Dudek
(Chemistry)

Leslie Griffith
(Biology)

Sarah Lamb
(Anthropology)

Jennifer Lewis
(Academic Affairs)

Susan Parker
(Mathematics)

William Silen
(Biology)

Neil Simister
(Biology)

Thompson Williams
(Transitional Year Program)

Requirements for the Program

Once accepted into the program, students may attend on a full- or part-time basis during the summer and/or academic year, but must complete a total of at least seven courses at Brandeis to meet the requirements of the program and to receive certification.

To complete the program in one year, it is suggested that students take CHEM 10a or 11a, 10b or 11b, 18a, and 18b during the first summer; BIOL 18b, 22b, CHEM 25a, and 29a in the fall semester; BIOL 18a, BIOL 22a (formerly BIBC 22a), CHEM 25b, and 29b in the spring semester; and PHYS 10a, 10b, 18a, and 18b in the second summer.

Courses of Instruction

Biology

BIOL 18a General Biology Laboratory
Usually offered every year.
Ms. Tsipis

BIOL 18b General Biology Laboratory
Usually offered every year.
Ms. Tsipis

BIOL 22a Genetics and Molecular Biology (formerly BIBC 22a)
Usually offered every year.
Ms. Sengupta

BIOL 22b Cell Structure and Function
Usually offered every year.
Mr. Simister

Chemistry

CHEM 10a Basic Chemistry
Usually offered every year.
Ms. Dudek

CHEM 10b Basic Chemistry
Usually offered every year.
Ms. Dudek

CHEM 11a General Chemistry: Principles of Material Evolution
Usually offered every year.
Mr. Pochapsky

CHEM 11b General Chemistry: Principles of Material Evolution
Usually offered every year.
Mr. Petsko

CHEM 18a General Chemistry Laboratory I
Usually offered every year.
Mr. Dolnik

CHEM 18b General Chemistry Laboratory II
Usually offered every year.
Mr. Dolnik

CHEM 25a Organic Chemistry, Lectures
Usually offered every year. Multiple sections.
Mr. Hendrickson

CHEM 25b Organic Chemistry, Lectures
Usually offered every year. Multiple sections.
Mr. Keehn

CHEM 29a Organic Chemistry Laboratory I
Usually offered every year.
Mr. Keehn

CHEM 29b Organic Chemistry Laboratory II
Usually offered every year.
Mr. Snider

Physics

PHYS 10a Physics for the Life Sciences I
Usually offered every year.
Ms. Chakraborty

PHYS 10b Physics for the Life Sciences II
Usually offered every year.
Ms. Chakraborty

PHYS 18a Introductory Laboratory I
Usually offered every year.
Mr. Bensinger

PHYS 18b Introductory Laboratory II
Usually offered every year.
Mr. Wellenstein

Department of Psychology

Courses of Study:
Major (B.A.)
Master of Arts
Doctor of Philosophy

Objectives

Undergraduate Major

The faculty in the psychology department believe that a strong scientific and research foundation in psychology best prepares students to be informed consumers of psychology and to continue with graduate training in psychology, whether one's career choice is clinical, applied, or research oriented. The psychology department at Brandeis therefore emphasizes a rigorous, scientific approach to the understanding of human behavior. The program examines the most up-to-date and comprehensive psychological research and theory and provides opportunities for direct involvement in psychological research and application. Faculty conduct research in diverse areas that include cognitive science, normal and abnormal development, social interaction, spatial orientation, linguistics, perception, memory, emotion, life span development, and effects of brain damage.

Graduate Programs in Psychology

The Department of Psychology offers both a Ph.D. and a Master's program. There are two general areas of training within the Ph.D. program: cognitive neuroscience and social/developmental psychology. The goal of the Ph.D. program is to develop excellent researchers and teachers who will become leaders in psychological science. From the start of graduate study, research activity is emphasized. The program helps students develop an area of research specialization and gives them opportunities to work in their chosen area of training: social/developmental psychology or cognitive neuroscience. In both areas, dissertation supervisors are leaders in the field and pursue research in the following: motor control, visual perception, taste physiology and psychophysics, memory, learning, aggression, emotion, personality and cognition in adulthood and old age, social relations and health, stereotypes, and nonverbal communication.

How to Become an Undergraduate Major

Majors study varied aspects of basic and applied areas of the field. The focus of the department is on basic scientific research, in which there is a high level of undergraduate involvement. Up to a dozen students write honors theses each year, while twice that number conduct independent study, research, or reading projects funded by undergraduate research program grants. The clinical psychology practicum at Brandeis enables students to spend one day per week working in a mental health facility.

Majors develop a solid background in scientific method and a strong foundation in the fundamentals of psychology, making them highly competitive candidates for postgraduate study. Recent psychology majors have gone on to graduate work in clinical and scientific research areas of the field. These features of the undergraduate program make Brandeis psychology graduates especially attractive to employers in the mental health and business professions. PSYC 1a should be taken no later than the sophomore year.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study.

An undergraduate major in psychology is not required. Students with inadequate preparation may make up their deficiencies during their first year but without residence credit. Students are admitted on a competitive basis, which includes evaluation of previous academic records, recommendations, and results of the Graduate Record Examination (Aptitudes and Psychology Achievement Tests).

Faculty

Joseph Cunningham, Chair

Emotional and cognitive development.
Clinical psychology.

Theodore Cross

Psychological statistics.

Paul DiZio

Human spatial orientation and motor control.

Maurice Hershenson

Visual space perception. Visual information processing.

Derek Isaacowitz

Emotion and Aging.

Ray Jackendoff

Linguistics. Semantic theory. Music.
Consciousness.

Michael Kahana

Human memory and learning.

Don Katz

Neural dynamics of gustatory perception and learning.

Raymond Knight

Clinical psychology. Experimental psychopathology.

Margie Lachman, Graduate Advising Head

Life span development. Adult personality.

James Lackner

Spatial orientation. Human movement control. Adaptation to unusual force environments.

Joan Maling

Linguistics. Syntactic theory. Historical syntax. Metrics.

Andrew Molinsky

Organizational Behavior

Ricardo Morant

Experimental psychology. Perceptual mechanism. Sensation and perception.

Robert Sekuler

Visual perception. Cognitive processes.

Aurora Sherman

Social relations and health. Aging.

Patricia Tun

Aging and speech comprehension and memory.

Malcolm Watson, Undergraduate Advising Head

Developmental psychology.

Arthur Wingfield

Human memory.

Jerome Wodinsky

Comparative psychology. Learning theory. Sensory physiology.

Leslie Zebrowitz

Social psychology. Person perception.

Requirements for the Undergraduate Major

A. Of the 10 courses required for the major, a minimum of seven must be psychology courses.

B. PSYC 1a [Introduction to Psychology].

C. Two quantitative courses from the following: MATH 10a, MATH 10b, PSYC 51a. This requirement should ordinarily be fulfilled by the end of the sophomore year.

D. Two laboratory science courses (e.g., BIOL 22a [formerly BIBC 22a] or BIOL 21b; CHEM 10a, 11a, or 15a; CHEM 10b, 11b, or 15b; COSI 21a or b; PHYS 10a or 11a, PHSC 9b [Combined lecture and lab], PHYS 10b or 11b; PHYS 22a [combined lecture and lab]; PSYC 152a). At least one of these courses must be taken with the accompanying lab (e.g., BIOL 18a or b; CHEM 18a or b; CHEM 19a or b; COSI 22a or b; PHSC 9b [combined lecture and lab]; PHYS 18a or b; PHYS 19a or b). This requirement should ordinarily be fulfilled by the middle of the junior year.

E. One course from Group I: NPSY 11b [Formerly PSYC 11b] (Introduction to Behavioral Neuroscience), NPSY 12a (Sensory Processes), PSYC 13b (Perception), PSYC 14a (Comparative Psychology), PSYC 15a (Biological Bases of Motivation).

F. One course from Group II: LING 100a (Introduction to Linguistics), NPSY 22b (Introduction to Cognitive Neuroscience), PSYC 13b (Perception), PSYC 21a (Learning and Behavior).

Note: PSYC 13b may be counted toward fulfillment of either the Group I or the Group II requirement, but not both.

G. One course from Group III: PSYC 31a (Personality), PSYC 32a (Abnormal Psychology), PSYC 33a (Developmental Psychology), PSYC 34b (Social Psychology), PSYC 36b (Adolescence and the Transition to Maturity).

H. Two specialized psychology courses or seminars (any 100-level LING, PSYC, or NPSY seminar other than LING 100a or PSYC 152a), PSYC 161a and 161b (Clinical Psychology Practicum I and II) count only as one course.

I. The department recommends that students planning to apply to graduate school take PSYC 51a, PSYC 152a, and PSYC 195a. PSYC 51a and PSYC 152a are also typically required for Senior Honors Research in the Group III content area and are prerequisites for a number of 100-level seminars. These two courses and/or two semesters of calculus may be required for Senior Honors Research in the Group I and Group II content areas.

J. All courses that count toward the major must have a grade of C- or better.

Requirements for the Degree of Master of Arts

The Department of Psychology offers a terminal Master of Arts program in General Psychology. The M.A. program provides students with an understanding of the scientific foundations of psychology (social, developmental, and cognitive), as well as direct experience in research methods (data collection, data analysis, inferential statistics, and experimental design). Students may enroll in the Master's program on a full-time or part-time basis. Full-time students are expected to complete the degree in one year. Students desiring to continue their students toward the Ph.D. must apply for admission to that program.

Course Requirements

The requirement for the degree will be eight courses as follows: two semesters of Advanced Psychological Statistics, one semester of Research Methodology, and four courses from Social and Developmental and from Cognitive Neuroscience as specified. Master's Project Readings to culminate in a Master's Thesis, which is either an empirical research project or a comprehensive literature review.

Applicants should specifically mention their interest in this program when they apply. Students in the Ph.D. program may petition for a Master of Arts degree upon completion of the following requirements: (1) one year minimum residency, (2) acceptable master's thesis (an acceptable first-year research report will count as a Master's Thesis), and (3) completed breadth requirements.

Requirements for the Joint Degree of Master of Arts in Psychology and Women's Studies

Interested students must first be admitted to the Ph.D. program.

A. PSYC 152a (Experimental Psychology).

B. PSYC 210a and b (Advanced Psychological Statistics I and II).

C. PSYC 300a and 302a (Proseminar in Social and Developmental Psychology I and II).

D. A course in PSYC 220-240 series with successful completion of first-year research project in psychology. This project must be on an issue relevant to women's studies.

E. One additional course in psychology from 100-level courses.

F. WMNS 205a or another designated foundational course in women's studies.

G. Two courses listed as electives with the women's studies program.

H. Eight-part colloquium series.

Requirements for the Degree of Doctor of Philosophy

Program of Study

Although there is a three-year minimum residency requirement, four years of full-time graduate study are usually required for the Ph.D. The student is expected to carry four courses per term during residency.

Research

Each student will devote one-quarter of his/her time to research the first term of the entering year. For all subsequent terms, students shall devote a minimum of one-half time to research.

Research Reports

Each student will submit reports on their research for the preceding year, in journal form, by the beginning of the third term for social/developmental students and by the end of the third term for perception/cognition students. The second project will be submitted by the beginning of the fifth term for social/developmental students and by the end of the fifth term for perception/cognition students. Satisfactory completion of the research projects is required for continuation in the program. Students who have satisfactorily completed the research requirements will be permitted to continue their work toward the doctorate with no formal requirement of a master's degree.

Course Requirements

Entering students will take PSYC 210a and two advanced courses in the first term of residence, and one advanced course and PSYC 210b in the second term. After that they will take two advanced courses each term in the second year and one each term thereafter until completion of the specialty examination. The advanced courses should be selected in consultation with the student's advisor. Each term a student must take at least one graduate-level course or seminar (100-level or above) that is not an independent readings or research course. Only selected 100-level courses, determined by the psychology program, will count as advanced, graduate-level courses. Graduate level course selection will not be restricted to the psychology program but will be arranged by the student in consultation with the faculty advisor.

Specialty Examination

During the student's third year, he or she will be examined in the historical, theoretical, and empirical literature related to the student's area of specialization, broadly conceived. The chair of the program, in consultation with the student and advisor, will appoint a three-member committee to administer the qualifying examination. The examination may be in either oral or written form. A student may petition the program to take the examination a second time if necessary.

Breadth Requirement

All graduate students must demonstrate breadth in the field of psychology. This breadth requirement is fulfilled by demonstrating competence in at least six of the nine areas listed below. The requirements may be satisfied in any of three ways:

A. By having completed an undergraduate or graduate course in that area.

B. By completing an undergraduate or graduate course offered in that area at Brandeis.

C. By successfully passing the equivalent of any undergraduate final examination for that course.

Of the six courses, a minimum of two should be taken from areas in Group A and a minimum of two from Group B.

Group A

1. Physiological/Sensory Processes
2. Perception
3. Learning/Comparative
4. Cognition/Memory
5. Cognitive Science/Linguistics

Group B

1. Developmental
2. Social
3. Personality
4. Abnormal

Teaching Requirement

As a part of the graduate training program, the student is required to serve as a teaching fellow each semester until passing the specialty examination, with the exception of the first semester. All teaching fellows work closely with course instructors and receive guidance in all aspects of course preparation, teaching, and grading. Through exposure to different professors' styles, varied course formats, and presentations on teaching skills throughout their graduate training, teaching fellows come away with a wide range of experiences, providing them with invaluable preparation for academic positions.

Language Requirement

There is no foreign language requirement.

Dissertation and Defense

Following the completion of all examinations, the student will prepare a prospectus of the proposed dissertation study in consultation with a faculty dissertation sponsor. The prospectus may be based on the student's preliminary research. Upon approval by the faculty of the program, a dissertation committee of three or more members will be appointed by the program chair, including the dissertation sponsor as chair of the committee. The dissertation sponsor will be responsible for advising the student throughout the performance of his or her work, in consultation with the remaining members of the committee at appropriate times in the course of the work. From time to time, the committee will report the student's progress to the program faculty.

The dissertation should provide evidence of originality, scholarship, and research ability. It should be a contribution to knowledge, ordinarily an experimental investigation, but not necessarily so. Upon submission to the chair of the program of a copy of the dissertation, signed by all members of the dissertation committee and one member from outside of the University, and a successful defense of the dissertation before all members of the program, the award of the Ph.D. will be recommended to the Faculty Council of the Graduate School.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

PSYC 1a Introduction to Psychology [ss]

Enrollment limited to 125.

A survey of contemporary scientific psychology. Topics include brain and behavior, perception, learning, cognitive processes, motivation, intelligence, child and adult development, personality, social behavior, and the relationship between normal and abnormal behavior. Usually offered every semester.

Messrs. Morant and Sekuler

NPSY 11b Introduction to Behavioral Neuroscience (formerly PSYC 11b) [ss]

Prerequisite: PSYC 1a or MATH 10a, or permission of the instructor. This course may not be repeated for credit by students who have taken PSYC 11b in previous years. Data and theories regarding current conceptions of brain-behavior relationships. Begins with an introduction to neural systems as classically defined (sensory, association, motor, autonomic), and moves on to examination of the biological underpinnings of various behaviors, from those relating to basic drives (reproduction, feeding) to those with a cognitive flavor. Throughout, the accent is on interactions between organisms and environment (learning). Usually offered every year. Will be offered in the spring of 2003.

Mr. Katz

NPSY 12a Sensory Processes [ss]

Prerequisite: PSYC 1a, or MATH 10a, or permission of the instructor.

Examines the human senses, emphasizing sight and hearing, studied from standpoints of anatomy, physiology, and psychophysics. Insights from the study of special observers including developmentally immature humans, members of nonhuman species, and people with abnormal sensory systems. Usually offered every year. Will be offered in the fall of 2002.

Mr. Sekuler

PSYC 13b Perception

[ss]

Prerequisite: PSYC 1a. Enrollment limited to 45.

A survey of the field including topics such as visual directions, stereoscopic vision, monocular size-distance and shape-slant perception, perception of motion and movement, form perception, and psychophysics. Usually offered every year. Will be offered in the spring of 2003.

Mr. Hershenson and Mr. Morant

PSYC 14a Comparative Psychology

[ss]

Prerequisite: PSYC 1a.

The analysis of the behavior of organisms from a comparative and evolutionary perspective considering genetic, humoral, sensory, and experiential factors in the control of behavior. Usually offered every year. Will be offered in the fall of 2002.

Mr. Wodinsky

PSYC 15a Biological Bases of Motivation

[ss]

Prerequisite: PSYC 1a. Enrollment limited to 20.

Topics include hunger, thirst, migration, and sexual behavior. Evidence from biology, neurophysiology, and endocrinology is evaluated. Usually offered every year. Will be offered in the spring of 2003.

Mr. Wodinsky

PSYC 21a Learning and Behavior

[ss]

Prerequisite: PSYC 1a.

Current theories of learning will be explored in the light of experimental evidence derived from animal roles. Usually offered every year. Will be offered in the spring of 2003.

Mr. Wodinsky

NPSY 22b Introduction to Cognitive Neuroscience

[ss]

Prerequisites: PSYC 1a or MATH 10a, and sophomore standing in psychology or neuroscience.

Cognitive factors in perception, attention, memory, and language. Experimental investigations will be emphasized. Usually offered every year. Will be offered in the spring of 2003.

Messrs. Kahana and Wingfield

PSYC 31a Personality

[ss]

Prerequisite: PSYC 1a. Enrollment limited to 30.

Covers major personality theories and related research. Emphasis will be on application of theory, issues in personality assessment, and personality development across the life span. Usually offered every year. Will be offered in the fall of 2002.

Ms. Lachman

PSYC 32a Abnormal Psychology

[ss]

Prerequisite: PSYC 1a.

A general introduction to psychopathology. Various theoretical models will be discussed. The techniques and findings of research, clinical and experimental, will be emphasized. Usually offered every year. Will be offered in the spring of 2003.

Mr. Knight

PSYC 33a Developmental Psychology

[ss]

Prerequisite: PSYC 1a.

An examination of normal development from conception through adolescence. Emphasis will be given to theoretical issues and processes of development in the cognitive and social domains with an emphasis on how biological and environmental influences interact. Usually offered every year. Will be offered in the fall of 2002.

Mr. Watson

PSYC 34b Social Psychology

[ss]

Prerequisite: PSYC 1a.

An introduction to research and theory on social behavior. Topics include social perception, socialization, social interaction and relationships, attitude change and social influence, behavior in groups, and the role of culture. Usually offered every year. Will be offered in the spring of 2003.

Mr. Isaacowitz

PSYC 36b Adolescence and the Transition to Maturity

[ss]

Prerequisite: PSYC 1a.

Examines the core issues (identity, intimacy, sexuality, spirituality, etc.) that define development during adolescence. Heavy emphasis is placed on the integration of research and theory in understanding adolescence. Usually offered every year. Will be offered in the spring of 2003.

Staff

PSYC 51a Statistics

[qr ss]

Prerequisite: PSYC 1a or the permission of the instructor. Students must consult with department one semester before anticipated enrollment. This course normally should be completed by the end of the sophomore year. Signature of the instructor required.

Covers the fundamentals of descriptive and inferential statistics. Techniques useful in the behavioral sciences will be emphasized. Students learn the theory of statistical decisions and practical application of computer programs. Usually offered every semester.

Messrs. DiZio and Knight

PSYC 92a Internship and Analysis in Psychology*Signature of the instructor required.*

Provides an opportunity for the student to supplement an off-campus internship experience with a related research project. The specific requirements of the research component are negotiated by the student and the sponsoring faculty member. Usually offered every year.

Staff

PSYC 98a Readings in Psychological Literature*Signature of the instructor required.*

Usually offered every year.

Staff

PSYC 98b Readings in Psychological Literature*Signature of the instructor required.*

Usually offered every year.

Staff

PSYC 99d Senior Research*Signature of the instructor required.*

Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students**PSYC 101b The Psychology of Adult Development and Aging**

[ss]

Enrollment limited to 30.

This course describes the sensory, cognitive, personality, and social changes that occur in normal aging. The emphasis will be on pathways to successful aging in the context of a shifting balance of gains and losses in psychological and physical functioning. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Isaacowitz and Ms. Lachman

PSYC 103a Seminar in the Neuropsychology of Language

[ss]

Prerequisite: LING 173a or permission of the instructor. Signature of the instructor required. This course may not be repeated for credit by students who have taken PSYC 203a in previous years.

Considers empirical and experimental analysis of the neurological organization of the language faculty. Usually offered every fourth year. Last offered in the fall of 1999.

Staff

PSYC 105a Socio-emotional Development in Children and Adolescents

[ss]
Prerequisite: PSYC 1a. Enrollment limited to 20.
 An advanced seminar covering normative and pathological aspects of socio-emotional development from infancy through adolescence. Three broad themes—attachment, socialization, and identity—is explored, with focus on social relationships, temperament, emotions, morality, gender/sexual identity, and psychopathology. Special one-time offering. Will be offered in the fall of 2002.
 Ms. Andreas

NPSY 120b Man in Space

[sn ss]
Enrollment limited to 25.
 Topics include how orbital flight is achieved, spacecraft life support systems, circulatory dynamics, sensory-motor control and vestibular function in free fall, and the physiological and psychological adaptations necessary in space flight, and how astronauts must readapt on return to Earth. Usually offered every year. Last offered in the spring of 2002.
 Mr. Lackner

NPSY 125a Advanced Topics in Perception and Adaptation

[sn ss]
Enrollment limited to 10.
 Covers current issues and theories in vision, vestibular function, proprioception, and adaptation to unusual force environments from psychological and biological perspectives. Usually offered every third year. Last offered in the fall of 2000.
 Mr. Lackner

NPSY 127a Motor Control

[ss]
Prerequisites: NPSY 11b [formerly PSYC 11b] and NPSY 12a or permission of the instructor. Enrollment limited to 20.
 Surveys control of posture, movement, gesture, and speech from various perspectives; including muscle properties, reflex organization, central neural mechanisms, spatial representations, learning, and development. Emphasizes research in physiology, psychology, biomechanics, and artificial intelligence. Usually offered every second year. Last offered in the fall of 2001.
 Mr. DiZio

PSYC 130b Life Span Development: Adulthood and Old Age

[ss]
Prerequisites: PSYC 1a, 31a or 33a, 51a, 152a, or permission of the instructor. Signature of the instructor required.
 Seminar on advanced topics in life span developmental theory and methodology. Substantive emphasis will be on cognitive, personality, social, and physical changes that occur in midlife and later life. Usually offered every second year. Last offered in the spring of 2002.
 Ms. Lachman

PSYC 131b Seminar in Health Psychology

[ss]
Prerequisite: PSYC 1a, 51a, and 152a. Signature of the instructor required.
 An examination of the social and psychological factors important for well-being, physical health, and effective medical care. Psychological perspectives are applied to such topics as health promotion and compromise, the stress-illness relationship, social relations, chronic illness, death and dying, and health care provider and patient interactions. Usually offered every second year. Last offered in the fall of 2001.
 Ms. Sherman

PSYC 132a Children's Play and the Developing Imagination

[ss]
 Examines the origins, forms, effects, and determinants of children's play including parent/infant play, peer play, play common to different age groups, and the use of play in educational and therapeutic settings. Readings of classic and current papers on play; student observation studies, analyses of children's jokes, toys, games, playgrounds, and problem playing. Usually offered every summer. Last offered in the summer of 2000.
 Staff

PSYC 133a Seminar in Nonverbal Communication

[ss]
Prerequisites: PSYC 1a, 51a, and 152a or permission of the instructor. Signature of the instructor required.
 Seminar in advanced topics in nonverbal communication covering theoretical and methodological issues. Topics will include one or more of the following: physical appearance, emotion communication; deception; impression formation. Usually offered every second year. Last offered in the spring of 2002.
 Ms. Zebrowitz

PSYC 135b Seminar in Social Cognition

[ss]
Prerequisites: PSYC 1a, 34b, 51a, 152a, or permission of the instructor. Signature of the instructor required.
 Considers the antecedents and consequences of social perceptions, including appearance stereotypes and demographic stereotypes. Attention is given to social perception accuracy, self-fulfilling prophecy effects, and mechanisms for coping with stereotypes. Usually offered every second year. Last offered in the spring of 2001.
 Ms. Zebrowitz

PSYC 136b Advanced Topics in Developmental Psychology

[ss]
Prerequisite: PSYC 33a. Juniors and seniors have priority for enrollment. Signature of the instructor required. Although topics vary from year to year, the course may NOT be repeated for credit.

Provides students with detailed information about theories and special topics of research in developmental psychology. Usually offered every second year. Will be offered in the spring of 2003.
 Mr. Watson

NPSY 137b Cognitive Modeling

[sn ss]
Prerequisites: MATH 10b, and PSYC 51a or NBIO 136b. Enrollment limited to 18.
 A general introduction to the construction and simulation of mathematical models of human cognitive processes. The major emphasis will be on models of human learning and memory. Students will be expected to have some background in computer programming. Usually offered every second year. Will be offered in the fall of 2002.
 Mr. Kahana

PSYC 145b Aging in a Changing World

[ss]
Prerequisites: PSYC 1a, 51a, 152a, or permission of the instructor. Signature of the instructor required.
 Psychological issues related to the aging process are examined in a multidisciplinary perspective. Topics include intellectual functioning, memory loss, personality changes, and physiological changes in later life, as well as theory and research concerning what it means to age successfully. Usually offered every second year. Will be offered in the spring of 2003.
 Mr. Isaacowitz

PSYC 150b Organizational Behavior

[ss]
Prerequisites: PSYC 1a, PSYC 51a, and PSYC 152a. Enrollment limited to 20.
 Covers the fundamentals of industrial/organizational psychology, including the topics of leadership, work motivation, organizational culture, organizational structure, group dynamics, perception, decision-making, and cross-cultural interaction. Assignments include group project analysis of real organizational dilemma using concepts covered in class. Usually offered every year. Will be offered in the fall of 2002.
 Mr. Molinsky

PSYC 152a Experimental Psychology

[qr ss]
Prerequisites: PSYC 1a and 51a. In order to pre-enroll in this course, students must consult with the department one semester before anticipated enrollment. This course normally should be completed by the end of the sophomore year. Signature of the instructor required. A library intensive course. Refer to the University Writing section of this Bulletin for information regarding applicability to the writing intensive requirement.
 The laboratory/lecture offers supervised practice in experimental design, data analysis and interpretation, and formal presentation of experimental results. Usually offered every semester in multiple sections.
 Sec. 1: Ms. Lachman and Ms. Zebrowitz
 Sec. 2: Mr. DiZio, Ms. Zebrowitz and Staff

NPSY 154a Human Memory

[sn ss]

Prerequisite: NPSY 22b. Enrollment limited to 18.

Presents a systematic analysis of current memory research and theory with an emphasis on list learning experiments and neural network models. Usually offered every third year. Last offered in the spring of 2000. Mr. Kahana

PSYC 155a Seminar in Visual Space Perception

[ss]

Prerequisite: PSYC 13b. Signature of the instructor required.

Seminar will discuss current issues in visual space perception. Usually offered every fourth year. Will be offered in the fall of 2003. Mr. Hershenson

NPSY 159a Advanced Topics in Episodic Memory

[ss]

Prerequisite: NBIO 140b or NPSY 154a, and permission of the instructor. Signature of the instructor required.

Deals with current topics in the study of episodic memory. Discussions and readings on topics such as memory for temporal order, category learning, associative symmetry, item versus associative recognition, theories of search in free recall, and the memory systems controversy. Usually offered every second year. Will be offered in the spring of 2003. Mr. Kahana

PSYC 160b Seminar on Sex Differences

[ss]

Prerequisite: PSYC 1a, 51a, 152a or permission of the instructor. Signature of the instructor required.

Considers research evidence bearing on sex differences in the cognitive domain and in the social domain, evaluating this evidence in light of biological, cultural, and social-cognitive theories as well as methodological issues. Usually offered every second year. Will be offered in the spring of 2003. Ms. Zebrowitz

PSYC 161a Clinical Psychology Practicum I

[ss]

Prerequisites: PSYC 1a and 31a or 32a. Students must enroll in this course in order to enroll in PSYC 161b and should only enroll in this course if they are also able to enroll in 161b in the spring semester. Signature of the instructor required.

In conjunction with PSYC 161b, provides intensive supervised experience in mental health intervention. Students do clinical work eight hours a week and relate their experience to empirical and literary readings in weekly group supervision. Usually offered every year. Will be offered in the fall of 2002. Mr. Cunningham

PSYC 161b Clinical Psychology Practicum II

[ss]

Signature of the instructor required.

In conjunction with PSYC 161a, provides intensive supervised experience in mental health intervention. Students do clinical work eight hours a week and relate their experience to empirical and literary readings in weekly group supervision. Usually offered every year. Will be offered in the spring of 2003.

Mr. Cunningham

PSYC 164b Social Relations and Health Across the Lifespan

[ss]

Prerequisite: PSYC 152a. Enrollment limited to 15.

Examines ways in which our relationships with others are intricately intertwined with many aspects of our health across the human lifespan. Discusses the current literature related to social relations and occurrence of, and coping with, specific diseases (e.g., AIDS, cancer, heart disease, arthritis) and the relationship of social relations to prevention of illness. Considers issues of gender, race/ethnicity and other social categories that interact with social relations and health in adulthood. Usually offered every year. Will be offered in the fall of 2002.

Ms. Sherman

PSYC 165a Seminar in Experimental Psychopathology

[ss]

Prerequisites: PSYC 32a, 51a, 152a, or permission of the instructor. Signature of the instructor required.

Focuses on how researchers study deviant behavior and what they have learned about the causes and life course of psychopathology. Focuses on two broad classes of psychopathology—sexual aggression and schizophrenia—and examines the interplay of biological and environmental variables that cause and sustain disordered behavior. Usually offered every second year. Last offered in the spring of 1998.

Mr. Knight

PSYC 167b Schools of Psychotherapy

[ss]

Prerequisites: PSYC 1a and 32a. (Latter may be taken concurrently.)

The theories and techniques of several schools of psychotherapy and behavior modification are considered. The theories of personality, methods of intervention, goals of therapy, and relevant research will be emphasized. Usually offered every third year. Will be offered in the spring of 2003.

Mr. Knight

PSYC 169b Disorders of Childhood

[ss]

Prerequisites: PSYC 1a, 33a, or permission of the instructor. Seniors and juniors have priority for admission. Signature of the instructor required.

Issues of theory, research, and practice in the areas of child and family psychopathology and treatment are reviewed in the context of normal developmental processes. Usually offered every fall. Will be offered in the fall of 2002.

Mr. Cunningham

NPSY 174b Visual Cognition

[ss sn]

Prerequisite: NPSY 12a or permission of the instructor.

Higher-order processes in vision. Visual impact of cognitive and other top-down influences, including attention, expectation, plasticity, and learning. Focus on visual recognition, contour formation, segmentation, temporal binding, and face and object perception. Studies of visual perception in brain-damaged individuals. Usually offered every second year. Last offered in the spring of 2002.

Mr. Sekuler

NPSY 175b The Neuroscience of Vision

[sn ss]

Prerequisite: NPSY 12a or permission of the instructor.

Examines the neural basis of human vision from several complementary perspectives. Relates visual capacities of human observers to the structure and function of the visual system. Considers computational and functional neuroimaging approaches to vision. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Sekuler

PSYC 193b Tests and Measurements

[ss]

Prerequisites: PSYC 1a and 51a.

Covers test theory, types of measurement, the theory and measurement of reliability and validity, and test construction. The measurement of intelligence, achievement, and personality are considered. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Knight

PSYC 195a Seminar in Psychological Theory

[ss]

Signature of the instructor required.

Analysis of relationship between theory and observation for modern psychological theories emphasizing the nature of explanation in psychology. Historical approaches are discussed in modern context. Usually offered every year. Will be offered in the spring of 2003.

Mr. Hershenson

NPSY 196b Advanced Topics in Cognition

[sn ss]

Prerequisite: NPSY 159a or permission of the instructor. Signature of the instructor required.

This seminar covers current issues and research in memory, speech perception, and processing resource limitations. Emphasis will be placed on the current literature in the field. Usually offered every year. Will be offered in the fall of 2002.

Mr. Wingfield

NPSY 197a Advanced Topics in Behavioral Neuroscience

[ss]

Prerequisites: NPSY 11b (formerly PSYC 11b) or NBIO 140b, or permission of the instructor. Signature of the instructor required.

Covers current research and issues pertaining to the neurobiology of perception (focusing mainly but not exclusively on perception of chemosensory signals) as well as the neurobiology of simple learning. Usually offered every year. Will be offered in the fall of 2002.

Mr. Katz

NPSY 199a Human Neuropsychology

[sn ss]

Prerequisite: NPSY 22b, or NBIO 140b, or permission of the instructor.

Designed as an introduction to human neuropsychology. Topics include cerebral dominance, neuroanatomical mapping, and localization of function, with special reference to language, memory, and related cognitive function. Usually offered every second year. Will be offered in the spring of 2003.

Mr. Wingfield

(200 and above) Primarily for Graduate Students

NPSY 207b Seminar in Perception

Examines the various aspects of visual, vestibular, motor, and proprioceptive information by which objects and events in three-dimensional space are perceived by human observers. Current research in psychology and artificial intelligence is considered. Usually offered every second year.

Mr. Lackner

PSYC 210a Advanced Psychological Statistics I

In conjunction with PSYC 210b, this course teaches students how to do independent data analysis in psychology at a Ph.D. level.

Topics include methods for describing data, exploratory data analysis, elementary probability theory, null hypothesis significance testing and alternatives, the binomial distribution, contingency table analysis, one-way and factorial analysis of variance, and repeated measures analysis. Students receive extensive instruction in the use of the Statistical Program for the Social Sciences (SPSS). Usually offered every second year. Last offered in the fall of 2001.

Mr. Cross

PSYC 210b Advanced Psychological Statistics II

Prerequisite: PSYC 210a.

This course is a continuation of PSYC 210a. Topics include statistical power analysis, simple correlation and regression, multiple regression, nonparametric statistics, and a brief introduction to multivariate procedures. Students learn to use multiple regression as a general data analytic system. More advanced instruction in SPSS is also provided. Usually offered every year. Will be offered in the spring of 2003.

Mr. Cross

PSYC 220-244a and b Courses in Research

Usually offered every year.

220a and b Research in Spatial Orientation

Mr. Lackner

221a and b Research in Semantics and Conceptual Structure

Mr. Jackendoff

222a and b Research in Human Spatial Orientation

Mr. Morant

223a and b Research in Behavioral Neuroscience

Mr. Katz

224a and b Research in Speech Perception and Cognitive Processes

Mr. Wingfield

225a and b Research in Visual Space Perception

Mr. Hershenson

226a and b Research in Cognitive Processes and Psychopathology

Mr. Knight

227a and b Research in Neurolinguistics and Psycholinguistics

Staff

228a and b Research in Syntax and Comparative Germanic

Ms. Maling

229a and b Research in Person Perception

Ms. Zebrowitz

230a and b Research in Animal Behavior

Mr. Wodinsky

231a and b Research in Social Psychology

Staff

232a and b Research in Developmental Psychopathology

Mr. Cunningham

234a and b Research in Life Span Development; Adult Personality

Ms. Lachman

236a and b Research in Developmental Psychology

Mr. Watson

238a and b Research in Human Memory

Mr. Kahana

239a and b Research in Human Motor Control

Mr. DiZio

242a and b Research in Forensics

Mr. Knight

243a and b Research in Emotion and Aging

Mr. Isaacowitz

244a and b Research in Health and Aging

Ms. Sherman

PSYC 250a Advanced Research Project

Usually offered every year. Specific sections for individual faculty members as requested. Staff

PSYC 250b Master's Project Readings

Usually offered every year. Staff

PSYC 253a Advanced Research Methods in Social Perception

Prerequisite: PSYC 152a, PSYC 51a or PSYC 210a.

Usually offered every year.

Ms. Zebrowitz

PSYC 280a and b Advanced Readings

Offered every year. Specific sections for individual faculty members as requested. Staff

PSYC 300a Proseminar in Social and Developmental Psychology I

Offers an in-depth review of primary sources in several major topic areas of social and developmental psychology. Usually offered every second year. Will be offered in the spring of 2003.

Staff

PSYC 302a Proseminar in Social and Developmental Psychology II

Offers an in-depth review of primary sources in several major topic areas of social and developmental psychology. Usually offered every second year.
Staff

PSYC 315d Faculty Research Seminar

Required of all first-year graduate students. Taught by all faculty members of the program, the course exposes students to faculty members' current research. Usually offered every year.
Staff

PSYC 316a Social/Developmental Psychology Research Seminar

Required of all social/developmental graduate students who have not been admitted to candidacy. Usually offered every year. Will be offered in the spring of 2003.
Staff

PSYC 400d Dissertation Research

Specific sections for individual faculty members as requested.
Staff

CONT 300b Ethical Practice in Health-Related Sciences

Required of all first-year graduate students in health-related science programs. Not for credit.

Scientists are becoming increasingly aware of the importance of addressing ethical issues and values associated with scientific research. This course, taught by University faculty from several graduate disciplines, will cover major ethical issues germane to the broader scientific enterprise, including areas or applications from a number of fields of study. Lectures and relevant case studies will be complemented by two public lectures during the course. Usually offered every year.
Mr. Fulton

Cross-Listed Courses**ANTH 161b**

Culture and Cognition

COSI 310b

Seminar in Artificial Intelligence

LING 100a

Introduction to Linguistics

LING 153a

Consciousness

LING 173a

Psycholinguistics

LING 183a

Social Cognition from a Cognitive Science Perspective

LING 197a

Language Acquisition and Development

PHIL 39b

Philosophy of Mind

PHIL 141b

Topics in Philosophy and Cognitive Science

An interdepartmental program

Religious Studies

Courses of Study:

Minor

Objectives

The modern field of religious studies contributes significantly to a liberal arts education, cultivating the investigation of religious thought, ritual, spiritual insight, culture, history, and sacred texts. The goal of the Program in Religious Studies is to expose students to several scholarly and pedagogical approaches to a variety of religious phenomena, often in a comparative context. The program's course offerings are designed to encourage students to deepen their understanding of religion and its manifestations through the perspectives of several disciplines and departments. Students survey systematic approaches to the field (REL 107a) and complete courses in at least two different religious traditions.

The program fosters interaction between its faculty and students by requiring completion of either an independent study or a senior essay course. The University, with its commitment to ethical responsibility, and the wide range of religious and ethnic backgrounds represented in its student body, provides a unique context for examining religion with open-minded curiosity and sympathetic understanding.

How to Become a Program Member (Minor)

Students may enter the program at any time in their undergraduate careers, but an early start maximizes a student's range of choice because a number of the courses are only offered every other year. Ideally students should take the core course (REL 107a) early in their career. Students should consult with their advisor and the head of the program to map out their particular design.

Committee**Edward Kaplan, Chair**

(Romance and Comparative Literature)

Tzvi Abusch

(Near Eastern and Judaic Studies)

Bernadette Brooten

(Near Eastern and Judaic Studies)

John Burt

(English and American Literature)

Arthur Green

(Near Eastern and Judaic Studies)

Marcus Hellyer

(History)

Gila Hayim

(Sociology)

Charles McClendon

(Fine Arts)

Jerry Samet

(Philosophy)

Ellen Schattschneider

(Anthropology)

The following faculty members are affiliated with the program:

Marc Brettler (NEJS)
 Joan Bryant (AAAS)
 Stephen Dowden (GERSL)
 Sylvia Fishman (NEJS)
 ChaeRan Freeze (NEJS)
 Gregory Freeze (HIST)
 Eli Hirsch (PHIL)
 Patricia Johnston (CLAS)
 Jane Kamensky (HIST)
 William Kapelle (HIST)
 Reuven Kimelman (NEJS)
 Sarah Lamb (ANTH)
 Richard Lansing (ROCL)
 Avigdor Levy (NEJS)
 Khaleel Mohammed (NEJS)
 Leonard Muellner (CLAS)
 Yitzhak Nakash (NEJS)
 Michael Penn (NEJS)
 Michael Randall (ROCL)
 Jonathan Sarna (NEJS)
 John Schrecker (HIST)
 Govind Sreenivasan (HIST)
 David Wright (NEJS)
 Pallo Yourgrau (PHIL)

Requirements for the Minor

A. Core Course: REL 107a (Approaches to Religious Studies). Ideally the core course should be taken early in the student's career at Brandeis, but not necessarily as the first course in the program.

B. Students must complete at least two courses covering at least two different religious traditions from the traditions courses listed below.

C. Students must complete at least one course from the list of electives listed below.

D. Completion of one semester of independent study (98a or b), or completion of a senior essay (97a or b) under the direction of one or more faculty members affiliated with the program. A senior thesis in the student's major, with an emphasis on some aspect of religious studies and read by at least two faculty members in the program, may be substituted for the Senior Essay. Students will normally complete this requirement in the year in which they complete the program, although exceptions may be granted by the program chair in consultation with the student's program advisor.

E. A passing letter grade must be obtained in each course taken for program credit. (Pass/Fail courses are not allowed.) Students must achieve a grade point average of at least 2.00 in program courses.

Courses of Instruction**(1-99) Primarily for Undergraduate Students****REL 97a Senior Essay***Signature of the instructor required.*

Usually offered every year.

Staff

REL 97b Senior Essay*Signature of the instructor required.*

Usually offered every year.

Staff

REL 98a Independent Study*Signature of the instructor required.*

Usually offered every year.

Staff

REL 98b Independent Study*Signature of the instructor required.*

Usually offered every year.

Staff

REL 107a Approaches to Religious Studies

[nw hum]

Prerequisite: One previous course in religious studies. Enrollment limited to 30.

A historical, multidisciplinary survey that includes classic explanations of religion as a human experience, modern theories, the study of belief systems, religions and society, myth and philosophy, mysticism and shamanism, texts, ritual and language, comparative study, gender issues, and contemporary debates. Usually offered every year. Last offered in the spring of 2002.

Staff

REL 121a Mysticism and the Moral Life:**Abraham Heschel, Howard Thurman,****Thomas Merton**

(formerly HIP 21a)

[hum]

This course may not be repeated for credit by students who have taken HIP 21a in previous years. Enrollment limited to 25.

A study of three exemplary American religious activists: Abraham Heschel, a Jewish theologian and activist; Thomas Merton, a Trappist monk; and Howard Thurman, a black minister. Focuses upon the relationship between their inwardness and social and political commitments. Usually offered every third year. Last offered in the spring of 2000.

Mr. Kaplan

REL 131b The Dynamics of Religious**Experience**

[hum]

Enrollment limited to 25.

A comparative study of religious experience, including Christian, Jewish, non-biblical, and feminist responses to modern anguish and the quest for identity and absolute meaning.

Topics include doubt, sin, conversion, prayer, mysticism, holiness, and social action.

Usually offered every third year. Last offered in the spring of 2002.

Mr. Kaplan

Traditions Courses

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

ANTH 80a

World Religions

CLAS 170a

Classical Mythology

HIST 181a

Seminar in Traditional Chinese Thought

IMES 104a

Islam: Civilization and Institutions

NEJS 1a

Foundational Course in Judaic Studies

NEJS 1b

The World of the Ancient Near East

NEJS 110a

Introduction to the Qur'an

NEJS 111a

The Hebrew Bible

NEJS 114b

Biblical Ritual, Cult, and Magic

NEJS 130a

The New Testament: A Historical Introduction

NEJS 132a

Introduction to Christianity

NEJS 143b

Shi'ism and Political Protest in the Middle East

NEJS 153a

Hasidism as a Religious and Social Movement

NEJS 155b

Judaism and the Religious Quest

NEJS 156b

Ancient Near Eastern Religion and Mythology

Elective Courses

The following courses approved for the program are not all given in any one year, and therefore, the *Course Schedule* for each semester should be consulted.

AAAS 81b

Religion in African American History

AMST 167b

The Cultural Work of Religion in America

ANTH 105a

Symbol, Myth, and Ritual

ANTH 154b

Selected Topics in Comparative Religion: Seminal Works in the Study of Religion

ANTH 199b

Problems and Possibilities in the Study of Religion

CLAS 125a

Israel in Egypt: An Introduction to Alexandrian Jewish Literature

COML 179a

Life Stories, Spiritual, and Profane

COML 194b

Topics in Myth, Literature, and Folklore

FA 13b

Buddhist Art

FA 42b

The Age of Cathedrals

FA 45a

St. Peter's and the Vatican

GECS 182b

Nietzsche

HIST 110b

The Civilization of the High and Late Middle Ages

HIST 123b

Reformation Europe (1400-1600)

HIST 129b

Science and Religion: The Trial of Galileo

HIST 135b

Evolution and Creationism in Historical Perspective

HIST 148a

Religion and Society in Modern Russia

HIST 152b

Salem, 1692

HOID 120a

Immorality: Its Sources, Varieties, and Charms

HUM 10a

The Western Canon

IECS 140aDante's *Divine Comedy***NEJS 105b**

The Philosophy of Jewish Law

NEJS 112a

The Book of Genesis

NEJS 115a

The Book of Deuteronomy

NEJS 115b

Women and the Bible

NEJS 119b

Contemporary Jewish Religious Thought

NEJS 123a

Medieval Jewish Philosophy

NEJS 124b

Introduction to Jewish Mysticism

NEJS 127b

The Jewish Liturgy

NEJS 129a

Biblical Narratives in the Qur'an

NEJS 142b

Dealing with Evil in Ancient Babylon and Beyond: Magic and Witchcraft in Antiquity

NEJS 158b

Topics in Jewish Devotional Literature in the Medieval and Later Periods

NEJS 162a

American Judaism

NEJS 163a

Jewish-Christian Relations in America

NEJS 169b

Responses to the Holocaust in Literature

NEJS 196a

Marriage, Divorce, and Sexual Ethics in Islamic Law

PHIL 24a

Philosophy of Religion

PHIL 146a

Idea of God

PHIL 172b

Spinoza

PHIL 178b

Major Figures in the Christian Faith: Simone Weil

REL 121a

Mysticism and the Moral Life: Abraham Heschel, Howard Thurman, Thomas Merton

REL 131b
The Dynamics of Religious Experience

SOC 128a
Topics in the Sociology of Religion

WMNS 195b
The Woman's Voice in the Muslim World

TUTR 20b
Ancient Mystery Cults

Romance and Comparative Literature

Courses of Study:
See French Language and Literature
See Italian Studies
See Spanish Language and Literature

Faculty

James Mandrell, Chair

French and Comparative Literature

Jane Hale, French and Francophone Program Undergraduate Advising Head
French and comparative literature. Twentieth-century French fiction and drama. Beckett, Queneau. Literature and painting. Francophone literature of Africa and the Caribbean.

Erica Harth, Comparative Literature Chair and Undergraduate Advising Head
Seventeenth- and 18th-century French prose. Cultural studies and comparative literature. Feminism and gender studies.

Edward Kaplan
French romanticism. Michelet. Hugo. Modern French poetry and theory. Baudelaire. Jabès. Bonnefoy. Religion and literature. Translation.

Michael Randall
Late Medieval and Renaissance poetry, prose, and philosophy.

Italian and Comparative Literature

Richard Lansing, Italian Program Undergraduate Advising Head
Dante. Italian and European Renaissance. Courtly tradition. Modern Italian literature.

Spanish and Comparative Literature

Roxanne Dávila
Modern and contemporary Latin American literature and culture. Latin American studies.

Dian Fox, Spanish Program Undergraduate Advising Head
Spanish medieval. Spanish golden age (16th- and 17th-century) drama, prose, poetry. Cervantes.

James Mandrell
Modern and contemporary Spanish literature. Genre and gender. Film.

Angela María Pérez
Colonial Latin American literature. Latin American film and cultural studies. Latin American women writers.

French

Eduardo Fehles
French and Spanish language.

Hollie Harder
French language.

Sabine Levet
French language.

Esther Ratner
French and Spanish language.

Italian

Paola Servino
Italian language.

Spanish

Juliana Acosta
Spanish language.

Jorge Arteta
Spanish language.

Olmanda Hernández
Spanish language.

Raysa Mederos
Spanish language.

Dora Older
Spanish language.

Esther Ratner
Spanish language.

Nidia Schuhmacher
Spanish language.

Requirements

For course offerings and requirements for the major, see Comparative Literature, European Cultural Studies, French, Italian, and Spanish.

An interdepartmental program

Courses of Study:
Minor

Russian and East European Studies

Objectives

The program in Russian and East European Studies (REES) provides undergraduates with a curricular framework for the interdisciplinary study of Russia, the former Soviet Union, and East Europe. This interdisciplinary study offers a special breadth and depth of understanding for this region, and leads students to appreciate the interconnectedness of Russian and East European history, economics, politics, and culture. The complementary study allows participating students to achieve an understanding of this world region not otherwise available in existing majors and minors in the traditional disciplines. REES further maintains the extra-curricular objective of hosting and facilitating special events concerning Russia and East Europe: presentations by visiting scholars, cultural events, and other learning activities. The program serves any interested undergraduates wishing to complement their major course of study; social science majors with an interest in the area and also majors in Russian language and literature are encouraged to consider becoming program participants.

How to Become a Program Member (Minor)

Interested students who have no background in Russian or any other east European language are advised to begin language training (with RUS 10a) in their first year. Appropriate placement of those with some knowledge of Russian can be arranged by consultation with Professor Swensen in the Germanic and Slavic language department. Progress toward the minor will also be facilitated by early enrollment (usually in the sophomore year) in HIST 147a (Imperial Russia).

Committee

Andrew Swensen, Chair
(German and Slavic Languages)

Steven Burg
(Politics)

Joan Chevalier
(German and Slavic Languages)

ChaeRan Freeze
(Near Eastern and Judaic Studies)

Gregory Freeze
(History)

Robin Feuer Miller
(German and Slavic Languages)

Antony Polonsky
(Near Eastern and Judaic Studies)

Requirements for the Minor

B. Completion of any three courses listed below, in at least two separate disciplines.

A. Students must complete the following courses: HIST 147a [Imperial Russia] and HIST 147b [Twentieth-Century Russia]; and four semesters of Russian language, or the equivalent.

Courses of Instruction

REES 98a Independent Study
Signature of the instructor and the program chair required.
Usually offered every year.
Staff

REES 98b Independent Study
Signature of the instructor and the program chair required.
Usually offered every year.
Staff

Elective Courses

The following courses are approved for the minor. Not all are given in any one year. Please consult the *Course Schedule* each semester.

HIST 148b
Central Asia in Modern Times

NEJS 167b
A History of the Jews in Warsaw, Lodz, Vilna, and Odessa

NEJS 168a
History and Culture of the Jews in East-Central Europe to 1914

NEJS 168b
History and Culture of the Jews in East-Central Europe, 1914 to the Present

POL 129a
East European Politics

POL 213b
Graduate Seminar: Selected Topics in Comparative Politics

RECS 130a
Nineteenth-Century Russian Literature

RECS 134b
Chekhov

RECS 135a
The Short Story in Russia

RECS 137a
Women in Russian Literature

RECS 146a
Dostoevsky

RECS 147b
Tolstoy

RECS 148a Russian Drama	RECS 154a Nabokov	RUS 150b Topics in Russian Literature
RECS 149b Twentieth-Century Russian Literature, Art, Film, and Theater	RECS 155a From Witches to Wood Spirits: Russian Culture to 1800	RUS 153a Russian Poetry: Undergraduate Seminar

Russian Language and Literature

Courses of Study:
Minor
Major [B.A.]

Objectives

The mission of the Russian section of the Department of Germanic and Slavic Languages is to train students in the literature, language, culture, and history of Russia. Our major provides all the riches of a liberal arts education as we study the language and discourse of foreign culture and as we study the human drama played out in the pages of its fiction and the pages of its history. Thus the major prepares students who plan to enter professions with an international focus, such as government service, journalism, private industry, international social services, and academia. Yet more broadly, for those pursuing a career in law we offer studies of truth and justice, for those pursuing a career in medicine we offer contemplations of human compassion, and for those in public service and private industry we offer a higher understanding of human communication and deeper appreciation for the complexities of the human spirit. Indeed past Russian majors have gone on to successful careers in all of these areas. The program prides itself on the ability to bring students to a high level of proficiency in the Russian language as rapidly as possible, and in achieving this goal we employ all the resources available: computer technology, audio, video, and film. In the area of literature, our curriculum offers broad and deep study of major authors and movements in Russian literature in the 19th and 20th centuries. In order to serve the University in general, we offer a range of courses taught in translation. Recognizing that majors come to us with a variety of backgrounds, the department has two tracks for the major: one for students coming to the department with no previous

background in Russian language and literature, and one for heritage speakers or students arriving at Brandeis with advanced language proficiency. All majors are required to take a number of courses in the original language as well as doing substantial reading in the original language for other courses. The two tracks are then tailored to provide students with an optimal learning environment suited to their situation and to challenge them appropriately. Courses in Russian history and Russian politics are strongly recommended for majors.

How to Become a Major

The department welcomes all students to become majors in Russian language and literature. We seek enthusiastic students willing to undertake a serious and challenging course of study. The members of the faculty are devoted to teaching the undergraduate student and offer individualized attention. Students interested in becoming a major should read the requirements below and come speak with a member of the department. Students who wish to discuss specific issues of language placement and the two major tracks should speak with Professor Chevalier.

A major in Russian may obtain the Massachusetts teaching certificate at the high school level by additionally completing requirements of the Education Program (q.v.). Interested students should meet with the program director.

Faculty

See Germanic and Slavic Languages.

Requirements for the Major

Russian Language and Literature Track I

Intended for students with no prior knowledge of Russian.

A. ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

B. Advanced language and literature study: Required are: RUS 105a, RUS 106b, and RUS 153a.

C. Literature study: Any five RECS courses. At least one of these courses must be taken with a tutorial study of selected readings in Russian. A tutorial session will be appended to one RECS course every year. In the 2002-03 academic year, this course will be RECS I31a.

D. RUS 97a, 97b, or 99d. Majors wishing to graduate with departmental honors must complete RUS 99d (Senior Thesis). Candidates for departmental honors must have a 3.50 GPA in Russian courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the Honors Thesis.

Russian Language and Literature Track II

Intended for heritage speakers of Russian and students with advanced proficiency in Russian.

A. ECS 100a (European Cultural Studies: The Proseminar) to be completed *no later* than the junior year.

B. Advanced language study and study of literature in Russian: RUS 110a, or qualifying exam.

C. Literature study: Any six RECS courses. Students will be expected to do a large portion, if not all, of their readings in Russian. Interested students are invited to participate in the tutorial study of selected readings in Russian. A tutorial session will be appended to one RECS course every year. In the 2002-03 academic year, this course will be RECS 131a.

D. RUS 97a, 97b, or 99d. Majors wishing to graduate with departmental honors must complete RUS 99d (Senior Thesis). Candidates for departmental honors must have a 3.50 GPA in Russian courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major and the grade on the Honors Thesis.

Requirements for the Minor in Russian Literature

A. One course in advanced language study: RUS 105a, RUS 106b, or RUS 110a (or qualifying exam)

B. Literature Study in Russian: RUS 150a or RUS 153a.

C. Literature study: Any three RECS courses.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

RUS 10a Beginning Russian

Enrollment limited to 18 per section.

For students who have had no previous study of Russian. A systematic presentation of the basic grammar and vocabulary of the language within the context of Russian culture, with focus on all four language skills: listening, speaking, reading, and writing. Usually offered every year.
Ms. Chevalier

RUS 20b Continuing Russian

Prerequisite: RUS 10a or the equivalent. Enrollment limited to 18 per section.

For students with some previous study of Russian. Continuing presentation of the basic grammar and vocabulary of the language within the context of Russian culture, and practice of the four language skills. Special attention to reading and writing skills, as well as guided conversation. Usually offered every year.
Ms. Chevalier

RUS 30a Intermediate Russian

[fl]

Prerequisite: RUS 20b or the equivalent. Enrollment limited to 18 per section.

For students with some previous study of Russian (RUS 10a, RUS 20b). Continuing presentation of the basic grammar and vocabulary of the language within the context of Russian culture. Special attention to reading and writing skills. Usually offered every year.
Ms. Chevalier

RUS 97a Senior Essay

Signature of the instructor required. Students should consult the area head of their major. Usually offered every year.
Staff

RUS 97b Senior Essay

Signature of the instructor required. Students should consult the area head of their major. Usually offered every year.
Staff

RUS 98a Independent Study

May be taken only with the permission of the advisor to majors and the chair of the department. Signature of the instructor required.
Reading and reports under faculty supervision. Usually offered every semester.
Staff

RUS 98b Independent Study

May be taken only with the permission of the advisor to majors and the chair of the department. Signature of the instructor required.
Reading and reports under faculty supervision. Usually offered every year.
Staff

RUS 99d Senior Thesis

Signature of the instructor required. Students should consult the area head of their major. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

The abbreviation RECS denotes Russian and European Cultural Studies courses.

RUS 105a Advanced Grammar and Reading

[fl hum]

Prerequisite: RUS 30a or the permission of the instructor.
Presentation of complex grammar. Special attention to reading and writing skills. Usually offered every year.
Ms. Chevalier

RUS 106b Conversation and Composition

[hum]

Prerequisite: A 30-level Russian course or the equivalent, or the permission of the instructor.
A course designed to improve ordinary conversational skills and teach composition on an intermediate level. Conducted entirely in Russian. Usually offered every year.
Ms. Chevalier

RUS 110a Russian Language for Russian Speakers

[hum]

Permission of the instructor required. Enrollment limited to 18.
Designed to meet the needs of Russian language speakers who have had little or no formal training in their native language and who want to improve reading and writing skills. Readings range from short works of contemporary prose fiction to articles from the contemporary Russian press. Basic rules of orthography and advanced grammar topics will be reviewed. Usually offered every year.
Ms. Chevalier

RECS 130a Nineteenth-Century Russian Literature

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.
A comprehensive survey of the major writers and themes of the 19th century including Gogol, Turgenyev, Dostoevsky, Tolstoy, Chekhov, and others. Usually offered every second year.
Staff

RECS 131a Twentieth-Century Russian Literature

[hum]

A comprehensive survey of the major works and authors of the Soviet and post-soviet eras. Readings include works by Bulgakov, Pasternak, Akhmatova, Solzhenitsyn, and Terts. The final portion of the course considers literature emerging in the post-Soviet era. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Swensen

RECS 134b Chekhov

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Offers a detailed investigation of the evolution of Chekhov's art, emphasizing the thematic and structural aspects of Chekhov's works. Attention paid to methods of characterization, use of detail, narrative technique, and the roles into which he casts his audience. Usually offered every second year.

Ms. Miller

RECS 135a The Short Story in Russia

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Focuses on the great tradition of the short story in Russia. This genre has always invited stylistic and narrative experimentation, as well as being a vehicle for the striking, if brief expression of complex social, religious, and philosophical themes. Usually offered every second year.

Ms. Miller

RECS 137a Women in Russian Literature

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Examines questions of female representation and identity, and of female authorship. Readings include portrayals of women by men and women authors. Usually offered every second year.

Ms. Miller

RECS 146a Dostoevsky

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

A comprehensive survey of Dostoevsky's life and works, with special emphasis on the major novels. Usually offered every second year.

Ms. Miller

RECS 147b Tolstoy

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Studies the major short stories and novels of Leo Tolstoy against the backdrop of 19th-century history and with reference to 20th-century critical theory. Usually offered every second year.

Mr. Swensen

RECS 148a Russian Drama

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation. This course may not be repeated for credit by students who have taken RUS 148a and RUS 148b in previous years.

Examines the rich tradition of Russian drama and theater. Readings will include works from the 19th and 20th centuries, with concentrated study of Chekhov and works by Pushkin, Gogol, Gorky, Mayakovsky, and others. Usually offered every second year. Will be offered in the fall of 2001.

Mr. Swensen

RECS 149b Russian Literature, Art, Film, and Theater 1900-30

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Focuses on three decades, 1900-30, and their various artistic movements as reflected in literature, painting, and theater. Explores the interrelationships between artistic movements and the political scene. Usually offered every second year.

Staff

RUS 150b Topics in Russian Literature

[fl hum]

Prerequisite: RUS 30a or the permission of the instructor.

An undergraduate seminar intended primarily for students who are heritage speakers or students who have acquired advanced proficiency in Russian. Examines the prose of major figures in Russian literature. Topics vary from year to year. Required for Track 2 majors and open to qualified non-majors. Taught in Russian. Usually offered every second year.

Ms. Chevalier

RUS 153a Russian Poetry: Undergraduate Seminar

[fl hum]

Permission of the instructor required.

An undergraduate seminar intended primarily for students of Russian as a second language. Examines and analyzes poets and poetic movements of the 19th and 20th centuries. Intended to introduce nonnative speakers to reading the rich tradition of Russian verse. Required of Track 1 majors and open to qualified non-majors. Taught in Russian. Usually offered every second year.

Mr. Swensen

RECS 154a Nabokov

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

A concentrated study of Vladimir Nabokov, the most noted Russian author living in emigration and one of the most influential novelists of the 20th century. Study focuses on the novels, but readings will also include lectures and autobiography. Usually offered every second year.

Mr. Swensen

RECS 155a From Witches to Wood Spirits: Russian Culture to 1800

[hum]

Open to all students. Conducted in English with readings in Russian and in English translation.

Explores the relationship of culture to society and religion in Russia through the 18th century. Examines the interactions of diverse forms of artistic expression, presenting examples from visual art, music, architecture, and popular culture, giving special attention to Russia's rich folk heritage. Usually offered every second year starting 2003-04.

Ms. Chevalier

Cross-Listed Courses**ECS 100a**

European Cultural Studies: The Proseminar

An interdepartmental program

Social Justice and Social Policy

Courses of Study:
Minor

Objectives

Concepts of justice play a profound role in clarifying human needs for health and well-being. Such basic social problems as inequality, poverty, and discrimination pose a constant challenge to policies that serve the health and income needs of children, families, people with disabilities, and the elderly. The public response to such problems, in America and elsewhere, rests on contested definitions of social obligation and social citizenship. The Program in Social Justice and Social Policy examines these essential connections between social values and practical policies. It unites elements in liberal arts study to bridge the analytic gap between ends and means. It also brings together an unusually broad spectrum of faculty and curriculum—combining the academic perspectives of Arts and Sciences departments with professional expertise from The Heller Graduate School. Students are encouraged to explore policy areas in concrete detail, focused variously on particular groups (children, the elderly, people with disabilities) or particular services (health care, income support). Students can also select courses that deal thematically with problems of social equity (poverty, discrimination), as well as courses that approach social justice from historical, philosophical, and comparative perspectives. Key elements of the program include a foundation course, a capstone course, and a research-based internship in a social policy setting.

The concern with social justice speaks to the core educational commitments of Brandeis University. This program does not seek to promote a particular ideological agenda, but rather to spark creative thinking about complex social problems. It carries the search for norms and principles into the wider arena of practical experience. By providing models for critical reflection, it challenges students to articulate their own value commitments in a spirit of constructive debate.

How to Become a Program Member (Minor)

The Program in Social Justice and Social Policy (SJSP) is open to all Brandeis undergraduates. Students may begin the minor at any time, but are encouraged to complete the foundation course within the first two years of study. To enroll in the minor, fill out the declaration forms from the Office of Undergraduate Academic Affairs and meet first with one of the members of the program committee. A minor advisor will then be assigned by the director to help you plan your course of study, including the timing of the internship/independent research, and capstone requirements.

Committee

Robert Reich, Codirector
(Heller School)

George Ross, Codirector
(Politics and Sociology)

Richard Gaskins
(Legal and American Studies)

Marty Wyngaarden Krauss
(Heller School)

Requirements for the Minor

A. The foundation course SOC 123b (Crisis of the Welfare State). Normally this course will be taken within the first two years of study. It is strongly recommended as an introduction to the program, but is not a formal prerequisite for other courses.

B. Students must complete any three elective courses from those listed below. Electives are grouped into topical fields, but students may choose courses from any group. No more than two electives from The Heller School or from any single department may be counted toward program requirements.

C. Either (1) internship, arranged through the program office and the correlative seminar SJSP 92a or 92b; or (2) an independent research course (SJSP 98a or 98b), directed by a member of the program committee, or by another faculty member with the approval of the program director.

D. The capstone seminar POL 159a (Politics of the Modern Welfare State). Normally this course will be taken in the final year of study.

E. No more than two courses may be double-counted for this minor and for a particular major.

Courses of Instruction

SJSP 92a and b Social Justice and Social Policy Internship and Seminar
Prerequisite: SOC 123b, or permission of the instructor. Signature of the program director required.
Biweekly seminar and supervised internship in a public agency or nonprofit organization. Time commitments depend on the site, up to a maximum of two days per week. In cooperation with the Brandeis faculty advisor and the internship site supervisor, students

will complete an individual research project. Internships must be arranged through the program administrator. Usually offered every year.
Staff

SJSP 98a and b Social Justice and Social Policy Independent Research
Prerequisite: SOC 123b or permission of the program director. Signature of the program director required.
Guided readings and research on an independent topic that builds upon and integrates the particular course work completed in the SJSP Program. Research may

be directed by a member of the program committee, or by another faculty member with the approval of the program director. Usually offered every semester.
Staff

Core Courses

POL 159a
Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

SOC 123b Crisis of the Welfare State	HS 300a Theory and Analysis of Social Policy	Health Care Policy
Electives	PHIL 20a Social and Political Philosophy: Democracy and Disobedience	HS 104b American Health Care
Aging and Disability Policy	POL 154a Citizenship	LGLS 114a American Health Care: Law and Policy
HS 124a Dilemmas of Long-Term Care	Dynamics of Discrimination and Inequality	SOC 190b Caring in the Health Care System
HS 524a Long Term Care: A Policy Perspective	ECON 56b Social Priorities and the Market	SOC 191a Health, Community, and Society
SOC 177b Aging in Society	ECON 133a Economics of Discrimination and Inequality	Historical and Comparative Perspectives on Social Justice
SOC 192b Sociology of Disability	HS 110a Paradox of Wealth and Poverty	AAAS 80a Economy and Society in Africa
Democracy and Social Justice	HS 528a Law and Society: Race and Class	AMST 188b Justice Brandeis and Progressive Jurisprudence
ED 155b Education and Social Policy	LGLS 120a Sex Discrimination and the Law	HIST 187b Social Politics in the Progressive Era
HIST 163a Socialism and Communism in American History	LGLS 121b Law and Social Welfare: Citizen Rights and Government Responsibilities	LGLS 124b International Law and Development
HOID 130b Varieties of Freedom, Liberty, and Choice	Family and Child Policy	SOC 176a Nature, Nurture, and Public Policy
	HS 544a Vulnerable Children and Youth: Policy and Programmatic Responses	
	SOC 104a Sociology of Education	

Department of Sociology

Courses of Study:
Major (B.A.)
Master of Arts
Doctor of Philosophy

Objectives

Undergraduate Major

Sociology reveals a world about which individuals are often unaware: the social relationships, interactions, norms, values, structures, and roles that shape who we are and how we think and act. The objective of a sociology major is to give students an understanding of how society is organized, how it affects human interaction, and how it might be changed.

Graduate Program in Sociology

The general objective of the graduate program is to educate students in the major areas of sociology while promoting specialization in several. The program presents students with six options. The first option is a doctoral program designed for students who intend to devote themselves to teaching and research in sociology. Students pursuing the Ph.D. may, by satisfying certain requirements, also receive the M.A. degree, or may earn a joint M.A. degree in sociology and women's studies. The second option is a terminal M.A. degree in sociology; the third option is a terminal joint M.A. degree in women's studies and sociology; the fourth option is a joint M.A. degree in Near Eastern and Judaic Studies and sociology; the fifth option is a joint Ph.D. degree in Near Eastern and Judaic Studies and sociology; the sixth option is a joint Ph.D. degree in social policy (Heller Graduate School) and sociology.

How to Become an Undergraduate Major

Students can declare their major at any time. A sociology major is especially appealing to students interested in understanding the workings of society and human interaction. Students are encouraged to take SOC 1a or 2a early in their major.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, as specified in an earlier section of this *Bulletin*, apply to candidates for admission to the sociology program.

In addition, all prospective students are required to submit written material (papers, etc.) representative of their best work, which need not, however, be of a sociological nature.

Faculty

Carmen Sirianni, Chair

Community organizing. Civic renewal and political sociology. Work. Organizations. Theory.

Sadhana Bery

Race and identity. Social theory. Critical race theory. Social movements. Sociology of culture.

Peter Conrad

Sociology of health and illness. Deviance. Field methods.

David Cunningham, Undergraduate Advising Head

Social movements. Organizations. Community structure. Quantitative inquiry.

Gordon Fellman, Undergraduate Chair

Marx and Freud. Social class. Peace and conflict studies. Israeli-Palestinian conflict. Empowerment. Psychoanalytic sociology.

Janet Zollinger Giele (The Heller School)

Women's changing roles. Sociology of the life course. Family policy. Social movements.

Karen V. Hansen, Graduate Chair

Feminist theory. Sociology of the family. Historical sociology. Sociology of gender.

Gila Hayim

Classical and contemporary social theory. Critical theory. Social movements. Existential sociology. Legal studies.

Marty Wyngaarden Krauss (The Heller School)

Disability policy. Family caregiving. Mental retardation. Human services.

Laura J. Miller

Sociology of culture. Mass communication. Urban sociology. Consumption and marketing.

Jo Anne Preston

Sociology of education. Gender. Aging and the life course. Professions. Work and occupations.

Shulamit Reinharz

Jewish women's studies. History of women in sociology. Sociology of work. Qualitative and feminist methodology.

George Ross

Political sociology. Social theory. Economy and society. Comparative social structures. European politics and sociology. Globalization.

Stefan Timmermans

Sociology of health and illness. Science and technology. Interpretative theories. Qualitative research methods. Death and dying.

G.L. Mazard Wallace

Disability studies. Radicalized constructions of identity. Sociolinguistics.

Dessima Williams

International relations. Political sociology. Women, gender, and development. The Caribbean.

Requirements for the Undergraduate Major

Ten semester courses, a minimum of eight from sociology, which must include:

A. SOC 1a or SOC 2a. This course should be taken early in the curriculum.

B. At least one course each in *three* of the following five subareas listed below.

Theory

SOC 114a, 120a, 127a, 128a, 141a, 164a.

Methods and Fieldwork

NEJS 170b, SOC 136b, 181a, 183a.

Political and Legal Sociology

HS 110a, SOC 105a, 106a, 107a, 111a, 112b, 113b, 119a, 120a, 121a, 123b, 129b, 155b, 157a, 161a, 171a, 187a, 195b, POL 153a.

Sociology of Institutions and Cultures

AAAS 116b, NEJS 161a, 164b, SOC 104a, 105a, 106a, 109b, 112a, 117a, 117b, 125b, 128a, 130a, 131b, 134a, 154a, 157a, 169b, 175b, 178a, 187a, 190b, 194b.

Social Psychology and Social Psychiatry

SOC 126a, 127a, 135a, 139b, 147a, 153a, 164a, 176a, 177b, 187a, 189a, 191a, 192b, 195b.

C. Four additional sociology electives, for a total of eight sociology courses.

D. In addition, students must take two semester courses above the introductory level in other departments in the School of Social Science. This requires that either a prerequisite course be taken, 100 level or above. Students enrolled in the Education Program may meet this requirement by taking HIST 51a and 51b.

E. The average grade of a student's major requirement courses must be at least a C (2.00). No course taken pass/fail may count toward the major requirement.

Honors candidates are required to take SOC 99d (Senior Research) in addition to the eight sociology courses and two upper-level courses in the School of Social Science. Enrollment in SOC 99d requires a minimum overall GPA of 3.20, or a 3.50 in sociology.

Special Notes Relating to Undergraduates

Joint Graduate/Undergraduate Senior Seminars are courses on advanced topics in sociology limited to 12 students. These courses are an opportunity for more in-depth study and are especially valuable for anyone considering graduate school. In ordinary circumstances they will be accessible only to advanced undergraduates with adequate preparatory work (SOC 1a or SOC 2a) and other sociology courses. Permission of instructor is necessary for undergraduates.

Requirements for the Degree of Master of Arts

Program of Study

The M.A. degree in sociology is designed for completion in one calendar year, with the degree awarded at the next official University degree conferral after completion of residence and requirements. Each Master of Arts degree candidate will devise a specialized program with a faculty advisor who will be assigned upon the student's acceptance to the department. The student's program must be approved by the Graduate Committee at the beginning of each semester of residence. Master of Arts degrees are usually offered in social theory and cultural studies; the sociology of health and health care; comparative social structures; sociology of gender; and social psychology. Each specialized program will include the completion of six semester courses, ordinarily in sociology at Brandeis—one in theory, one in methods, three in the substantive M.A. area—plus satisfaction of a final research requirement. For the final requirement the student, with permission of the advisor, may choose from three options—an M.A. thesis, two major seminar papers, or a qualifying examination.

Residence Requirement

The minimum residence requirement is one year.

Language Requirement

There is no foreign language requirement for the master's degree.

Requirements for the Joint Degree of Master of Arts in Near Eastern and Judaic Studies and Sociology

Program of Study

Students will normally take seven courses each year (14 courses in total). Six of these courses must be offered by or cross-listed with the sociology department, and must include a graduate-level course in methods and one in theory. The remaining eight courses must be offered by or cross-listed with the Near Eastern and Judaic Studies department, and at least six of these courses must be offered by NEJS faculty. Students may not include courses taken to prepare for the M.A. language examination among these courses.

Residence Requirement

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses for study at a university abroad.

Language Requirement

All candidates are required to demonstrate proficiency in Modern Hebrew or Arabic.

Comprehensive Examination

All candidates are required to pass an oral comprehensive examination, which is administered by a committee composed of faculty from the NEJS and sociology departments.

Thesis papers

Students submit two graduate-level research papers, which may have been previously submitted as part of their course work. These papers are read by a faculty committee from the NEJS and sociology departments.

Requirements for the Joint Degree of Master of Arts in Sociology and Women's Studies

Program of Study

The joint Master of Arts degree in sociology and women's studies is a one-year (12-month) program. Requirements include the completion of seven courses to be distributed as follows: a designated foundational course in women's studies; one graduate course outside sociology listed as an elective in women's studies; one graduate sociology course listed as an elective in women's studies; plus three other regular graduate sociology courses (one methods, one theory, and one outside the area of gender). Also required are a directed study focused on student research, year-long attendance in the eight-part Women's Studies Colloquium Series (noncredit), and submission of two substantial M.A. papers or a thesis. The sociology department offers advanced undergraduate/graduate seminars that can be taken to fulfill the graduate course requirements.

Residence Requirement

One year.

Language Requirement

There is no foreign language requirement for the joint master's degree.

Requirements for the Degree of Doctor of Philosophy

Program of Study

Students entering the Ph.D. program in sociology are expected to undertake a three-year program of course work, as a part of which they are obliged to take the program's proseminar (SOC 290a) and, within the Brandeis sociology department, at least six formal graduate seminars and four additional courses as either independent readings, advanced undergraduate/graduate seminars, or upper division courses. The eight remaining courses can be taken as the student chooses, including graduate courses at other Boston-area universities, in consultation with her or his advisor. The initial program of studies is arranged in consultation with the graduate student's advisor. Consideration will be given to graduate work done elsewhere but formal transfer credit is assigned only after the successful completion of the first year of study.

Teaching Requirement

It is required that all Ph.D. students participate in undergraduate teaching. This typically means leading discussion sections in one course per term, over the course of eight semesters, and using this as an opportunity to develop the craft of teaching in collaboration with individual professors and through other teaching workshops within the department and the Graduate School of Arts and Sciences.

Residence Requirement

The minimum residence for the degree of Doctor of Philosophy is three years.

Language Requirement

There is no foreign language requirement for the Ph.D. degree.

Qualifying Examinations

During a student's time in residence, the specific planning, evaluation, and accreditation of his or her entire course of study will be in the hands of each student's Guidance Accreditation Committee, comprised of three faculty members. Along with the student, this committee will lay out a general course of study designed to meet the interests and needs of the student. Upon completion of this course of study, the student will take an oral qualifying examination covering general sociology and the areas of the student's special interests. The committee will report at least

once a year to the Graduate Committee on the progress of the student, who is urged to fulfill accreditation by the end of his or her third year of residence.

Dissertation and the Final Oral Examination

The Ph.D. dissertation may be accepted by the program upon the recommendation of the Dissertation Committee. To be granted the degree, the student is required to defend the dissertation in a public Final Oral Examination.

Requirements for the Joint Degree of Doctor of Philosophy in Near Eastern and Judaic Studies and Sociology

Program of Study

Students must complete a total of 21 courses. Nine of these courses should be offered by the sociology department (comprising five graduate seminars and four other sociology courses). Among the sociology courses at least one must be a theory course and at least one must be on quantitative methods. At least nine courses must be taken within the NEJS department. The remaining three courses are open to student choice with the approval of the student's advisors. In addition, students in their first year are required to participate in a year-long, noncredit Proseminar that introduces program faculty and their research interests.

Advising

Students are assigned advisors from the sociology department and from the Near Eastern and Judaic Studies department. Both advisors will work with the student to assure appropriate course coherency. An interdepartmental meeting between both advisors and the student should take place at least once a year.

Residence Requirement

Three years of full-time residence are required at the normal rate of at least seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit may be accepted toward the residence requirement on the recommendation of the chair of the program.

Language Requirements

Candidates are required to establish competence in Hebrew and one modern language (normally French or German, but depending on the area of research another language may be substituted). Language examinations will be administered by the student's advisors.

Research Methods Requirement

Candidates are required to establish competence in statistics by successful completion of an appropriate Brandeis course in statistics.

Consortium

Students should also discuss with their advisors the desirability of taking courses at member institutions of the Boston Consortium.

Comprehensive Examinations and Graduate Accreditation

Before proposing and writing a doctoral dissertation, students must show competence in two areas of sociology through the Graduate Accreditation Committee (GAC) process, pass a two-part written comprehensive examination in Jewish cultural literacy in the NEJS department, and pass an oral major field examination.

Candidates demonstrate Jewish cultural literacy in a two-part written examination, which has English and Hebrew components, and a follow-up oral examination. The Hebrew examination in primary sources is part of the cultural literacy examination. This examination gives students the opportunity to demonstrate their broad general knowledge of Jewish literature and cultures of the biblical, rabbinic, medieval, and early modern periods. The oral examination provides opportunity for further exploration following the written examination. Following the successful completion of the Jewish cultural literacy examinations candidates demonstrate their particular field of expertise in contemporary Jewish societies through the oral major field examination.

The Graduate Accreditation Committee (GAC) is the sociology department equivalent to comprehensive examinations. Students elect two sociological areas of interest and with the appropriate faculty member create a contract of requirements for the completion of a portfolio in the specific area. The portfolio can include such items as completed courses, papers, independent readings, or bibliographies. Faculty advisors suggest readings, written work, or independent studies. When the GAC requirement is completed there will be a comprehensive meeting to discuss the candidate's interests and direction in the field and the upcoming dissertation.

Dissertation and Final Oral Examination

A dissertation proposal should be submitted to the dissertation committee soon after the comprehensive examinations and GACs are completed. The dissertation committee should consist of five members: two each from the sociology and the NEJS departments and a fifth member from outside those departments. After approval of the proposal by the dissertation committee it is submitted to the department faculties for approval. Two copies of the dissertation are to be deposited in the offices of the program chairs no later than March 1 of the year in which the candidate expects to earn the degree. The dissertation committee must approve the dissertation and the student must successfully defend the dissertation at a Final Oral Examination.

Requirements for the Joint Degree of Doctor of Philosophy in Social Policy and Sociology

Program of Study

Students entering the joint Ph.D. program in social policy and sociology are expected to complete a total of 18 courses. At least nine of these courses must be offered by the Brandeis sociology department—six of these courses must be graduate seminars and the remaining three may be advanced undergraduate/graduate seminars or directed readings; at least one of these must be a sociology theory course. A minimum of nine courses must be taken within The Heller Graduate School and at least one of these courses must be on quantitative research methodology (e.g., HS 401b [Research Methods]). In addition, in their first year students are required to participate in a year-long, noncredit Proseminar which introduces the program's faculty and their research interests.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

SOC 1a Order and Change in Society [ss]

An introduction to the sociological perspective, with an emphasis on an analysis of problems of social order and change. Topics include gender, work and family, poverty and inequality, race and ethnicity, democracy, social movements, community, and education. Usually offered every year. Will be offered in the fall of 2002. Mr. Conrad or Mr. Cunningham

SOC 2a Introduction to Sociological Theory [ss]

Introduces the student to the foundations of sociological and social psychological explanatory systems. Analyzes the major ideas of classical and modern authors and their competing approaches and methodologies—Durkheim, Weber, Mead, Goffman, Smith, Foucault, and others. Usually offered every year. Last offered in the fall of 2001. Ms. Hayim

SOC 90a Independent Field Work [Signature of the instructor required]

Equivalent to four one-semester courses. Students taking it are expected to work out a plan of study for one semester with the help of two faculty members. This plan is to be submitted to the undergraduate committee of the department for approval. Usually offered every year. Staff

Students are assigned advisors from the sociology department and from The Heller School. Advisors in both departments work together with students to assure appropriate coherency in their program of courses. An interdepartmental meeting between advisors and students should take place at least once a year.

Residence Requirement

The minimum residence for the joint degree of Doctor of Philosophy in Social Policy and Sociology is three years.

Language Requirement

There is no foreign language requirement for the joint Ph.D. degree.

Qualifying Examinations

Each student must complete a "comprehensive paper" as required in The Heller School curriculum. Students must also show competence in two areas of sociology, as certified through the Guidance Accreditation Committee (GAC) process (the sociology department equivalent of comprehensive exams). Students elect two areas of interest and develop a contractual set of requirements with a faculty member of each area. When both GACs are completed there is a meeting (typically one to two hours) to discuss the student's interests, directions in the field, and the upcoming dissertation.

Dissertation and the Final Oral Examination

A dissertation proposal should be submitted soon after the comprehensive examination and GACs are completed. The dissertation committee should consist of five members—two faculty members each from the sociology department and The Heller School and one outside member. The joint Ph.D. dissertation may be accepted by the sociology department and The Heller School upon the recommendation of the dissertation committee. To be granted the degree, the student is required to defend the dissertation in a public Final Oral Examination.

SOC 90b Independent Field Work

See SOC 90a for special notes and course description. Usually offered every year. Staff

SOC 92a Internship and Analysis in Sociology [Signature of the instructor required]

Combines unpaid off-campus experience and social scientific inquiry. Under the supervision of a faculty sponsor, students apply sociological methods of analysis to an internship experience. Students develop a specific plan of study with a faculty member in the relevant field prior to undertaking the internship. Open to sociology majors with adequate related prior coursework and with permission of the instructor. Counts only once toward fulfillment of the major requirements. Usually offered every year. Staff

SOC 92b Internship and Analysis in Sociology

See SOC 92a for special notes and course description. Usually offered every year. Staff

SOC 97a Group Readings and Research in Sociology

Signature of the instructor required.
Group readings and reports under the direction of a faculty supervisor. Usually offered every year.
Staff

SOC 97b Group Readings and Research in Sociology

See SOC 97a for special notes and course description. Usually offered every year.
Staff

SOC 98a Individual Readings and Research in Sociology

Signature of the instructor required.
Individual readings and reports under the direction of a faculty supervisor. Usually offered every year.
Staff

SOC 98b Individual Readings and Research in Sociology

See SOC 98a for special notes and course description. Usually offered every year.
Staff

SOC 99d Senior Research

Signature of the instructor required.
Seniors who are candidates for degrees with honors in sociology register for this course and, under the direction of a member of the faculty, prepare an honors thesis on a suitable topic. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students**SOC 104a Sociology of Education**

[ss]
Examines the role of the institution of education as a force for social change versus the idea that education's function is to reinforce prevailing social conditions. Usually offered every second year. Will be offered in the spring of 2003.
Ms. Preston

SOC 105a Feminist Critiques of American Society

[ss]
Critically evaluates the predominant theoretical approaches to understanding the oppression of women and the dynamics of sexism, racism, and classism within the sex/gender system. Uses these perspectives to explore issues in women's lives that often result in their subordination. This intermediate-level course counts toward the completion of the joint M.A. degree in sociology and women's studies. Usually offered every year. Will be offered in the fall of 2002.
Ms. Hansen

SOC 106a Issues in Law and Society

[qr ss]
Enrollment limited to 30.
An interdisciplinary approach to the study of crime and punishment. Analyzes theories and empirical research around a number of problem areas in the criminal justice system, with special attention paid to street violence, domestic violence, the courts, the prison, and the different therapeutic systems. Usually offered every third year. Last offered in the spring of 2001.
Ms. Hayim

SOC 107a Global Apartheid and Global Social Movements

[nw ss]
Using the skewed distribution of power and wealth as an organizing and conceptual framework, the course explores modern inequalities, the sociology that explains them, and the social movements worldwide that seek to redress these imbalances. Multimedia use of materials: documentaries, journal articles, newspapers, and popular literature. Usually offered every second year. Last offered in the fall of 2001.
Ms. Williams

SOC 109b Sociology of Culture

[ss]
How is our taste for works of art affected by our social class location? Are artistic geniuses born or made? How do institutional structures affect the kinds of art that get produced? This seminar explores sociological answers to these questions, and the theoretical background necessary to effectively frame them. Usually offered every third year. Last offered fall 2001.
Staff

SOC 110b Popular Musics and their Communities

[ss]
Enrollment limited to 30.
Considers selected styles of contemporary popular music from the perspective of how they function in the communities in which they originate, flourish, and find audiences. The approach is socio-cultural and historical, with attention to media. No background required. Usually offered every year. Last offered in the spring of 2002.
Ms. Spinney

SOC 111a Political Sociology and Democratic Empowerment

[ss]
Examines the relationship between society and politics, social processes, and political change. Theories of democracy and empowerment. Case studies on environmental movements and public interest regulation, urban and health policy, media, community organizing and development, civic journalism, and community service. Usually offered every second year. Last offered in the spring of 2001.
Mr. Sirianni

SOC 112a Topics on Women and Development

[ss]
Signature of the instructor required.
Examines the evolution of the field and its usefulness for understanding the gender disparities in development. Paradigms in major international agencies are contrasted with ways in which women are actively structuring their lives. Case material from Africa, Asia, the Caribbean, and Central America. Usually offered every third year. Last offered in the fall of 2000.
Ms. Williams

SOC 112b Social Class and Social Change

[ss]
Presents the role of social class in determining life chances, lifestyles, income, occupation, and power; theories of class, inequality, and imperialism; selected social psychological aspects of social class and inequality; and connections of class, race, and gender. Usually offered every third year. Last offered in the spring of 2000.
Mr. Fellman

SOC 113b Race and Power in Intergroup Relations

[ss]
Introduces a set of general ideas about intergroup relations as well as focuses on specific issues surrounding racial inequality. Uses a variety of media to examine topics such as colonial domination, white supremacy, racial segregation, and gang structure in inner cities. Usually offered every second year. Last offered in the spring of 2002.
Mr. Cunningham

SOC 114a Psychoanalytic Sociology

[ss]
A study of Freud as a major social theorist. The role of motivation, body, sexuality, dreams, ambivalence, repression, transference, childhood, psychosexual development, and psychosocial development in understanding social organization and social dynamics and change. Usually offered every third year. Last offered in the spring of 2000.
Mr. Fellman

SOC 116b Sociology and the Internet

[ss]
Uses sociological theories and methods to understand various aspects of the Internet, including its history, forms of knowledge production, effects on audiences, the use of the Internet for propaganda and political movements, privacy issues, and the commercialization of cyberspace. Special one-time offering. Was offered in the spring of 2002.
Mr. Cushman

SOC 117a Sociology of Work

[ss]

Prerequisites: SOC 1a or SOC 2a. Seniors and juniors have priority for undergraduate admission. Signature of the instructor required.

Focuses on the transformation of contemporary workplaces in the United States. How gender shapes inequality in the labor force, as well as idioms of skill, worth, care, and service. How women and men combine care for families with paid work. Strategies for empowerment, equity, and flexibility (comparable worth, family leave, flexible working time options, affirmative action, employee participation, new union strategies, grassroots organizing). Usually offered every second year. Last offered in the fall of 2001.

Ms. Preston

SOC 117b Sociology of Science and Technology

[ss]

Provides an in-depth exploration of sociological approaches to science and technology. Usually offered every third year. Last offered in the fall of 2000.

Mr. Timmermans

SOC 119a War and Possibilities of Peace

[ss]

Ponders the possibility of a major "paradigm shift" under way from adversarialism and war to mutuality and peace. Examines war culture and peace culture and points in culture, with emphases on the role of imagination in social change, growing global interdependence, and political, economic, gender, social class, and social psychological aspects of war and peace. Usually offered every year. Will be offered in the fall of 2002.

Mr. Fellman

SOC 120a Africa Reoriented: Theory and Experience of the African Diaspora

[ss]

Enrollment limited to 30.

Examines the manner and context within which peoples of African descent have come to conceptualize their experience in the world. Through various media the class considers the complexities of "Blackness" as a political, discursive, and theoretical frame of reference. Usually offered every year. Will be offered in the fall of 2002.

Mr. Mazard Wallace

SOC 121a New Approaches to Development: Globalization and Human Development

[ss]

Prerequisite: SOC 2a, ECON 2a, or POL 15a. *Enrollment limited to 25.*

Examines and evaluates major new literature, practices, and expectations in development. Includes human development, gender equity, and human rights-based development. Familiarizes students with these paradigms and literature, and imparts appropriate analytic skills. Usually offered every third year. Last offered in the spring of 2000.

Ms. Williams

SOC 123b Crisis of the Welfare State

[ss]

The basic programs of the "welfare state" are being challenged everywhere. Can societies such as ours support extensive public pension programs, health care, and income support for the poor and unemployed? This fundamental question is discussed with reference to contemporary American society. Usually offered every second year. Last offered in the spring of 2002.

Mr. Ross

SOC 125b U.S.-Caribbean Relations

[nw ss]

Uses various frameworks of analysis to examine the asymmetrical relationship between the United States and several Caribbean countries, including Grenada and Haiti and themes in the relationship including trade, finance and debt, military relations, cultural and educational ties, and immigration. Usually offered every third year. Last offered in the spring of 2000.

Ms. Williams

SOC 126a Sociology of Deviance

[ss]

An investigation of the sociological perspectives of deviance, focusing particular attention on definitional, sociopolitical, and interactional aspects as well as society's response. Includes a review of theory and current research and discussions of various forms of noncriminological deviance and social control. Usually offered every third year. Last offered in the summer of 2001.

Mr. Conrad

SOC 127a Theories in Social Psychology

[ss]

Enrollment limited to 20.

Examines the major American theories of social psychology, using a historical perspective. Topics include classical understanding of the relation between the individual and the group, small group dynamics within the family and workplace, theories of human development, and feminist revisions of classical theories. Usually offered every third year. Last offered in the fall of 2000.

Ms. Reinharz

SOC 128a Topics in the Sociology of Religion

[ss]

Examines the experience of religion as a social and individual identity, as well as a spiritual and as a literary culture. Looks into the social-psychology of *new religious movements* with special attention paid to the role and character of religious consciousness in the world today. Readings cover comparative classical and contemporary thought and research. Usually offered every second year. Was offered in the spring of 2002.

Ms. Hayim

SOC 129b Propaganda and Society

[ss]

Analysis of propaganda in 20th-century national and social movements, and in social institutions. Cases to be examined include the United States in World War I, Nazi Germany, the Soviet Union, Cold War propaganda, the former Yugoslavia, mass media, anti-gun control lobby. Special one-time offering. Was offered in the spring of 2002.

Mr. Cushman

SOC 130a Families

[ss]

Enrollment limited to 75. A library intensive course.

Investigates changes in the character of American families over the last two centuries. A central concern will be the dynamic interactions between economic, cultural, political, and social forces and how they shape and are reshaped by families over time. Particular attention is paid to how experiences of men and women vary by class, race, and ethnicity. This course counts towards the completion of the joint M.A. degree in sociology and women's studies. Usually offered every year. Last offered in the spring of 2002.

Ms. Hansen

SOC 131b Women's Biography and Society

[ss]

Through the biographies and autobiographies of women intellectuals, political leaders, artists, and "ordinary" women, this seminar investigates the relationship between women's everyday lives, history, and the sex/gender system. This course counts towards the completion of the joint M.A. degree in sociology and women's studies. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Hansen

SOC 134a Women and Intellectual Work

[ss]

Enrollment limited to 20.

This research-oriented course investigates the history of selected U.S. and British female social scientists of the late 19th and early 20th centuries. Examines why their work has been ignored or labeled as "not sociology" and how sociology has been defined on the basis of work done by men only. Studies women of color and white women, heterosexual and lesbian women, and the relation between their sociological work, their lives, and the times in which they lived. This course counts towards the completion of the joint M.A. degree in sociology and women's studies. Usually offered every fourth year. Last offered in the fall of 2000.

Ms. Reinharz

SOC 135a Group Process

[ss]

Open to seniors and juniors only.

Examination of group dynamics through experimental learning in a 12-person group, in conjunction with readings, films, weekly journal papers and a final paper. Students learn to identify group processes from a sociological perspective. Usually offered every third year. Will be offered in the fall of 2002.

Ms. Reinhartz

SOC 136b Historical and Comparative Sociology

[ss]

Prerequisites: SOC 1a or 2a. Seniors and juniors have priority for undergraduate admission. Signature of the instructor required. A library intensive course.

Explores the relationship between sociology and history through examples of scholarship from both disciplines. The course pays close attention to each author's research strategy by looking at basic research questions, theoretical underpinnings and assumptions, and uses of evidence. Usually offered every third year. Will be offered in the spring of 2003.

Ms. Hansen

SOC 138a Sociology of Gender

[ss]

Examines gender as an organizing principle that sorts people into two separate but unequal social groups. We analyze how gender creates and recreates forms of domination and subordination in organizations, labor markets, family structures, and educational institutions. Usually offered every third year. Last offered in the fall of 2000.

Ms. Preston

SOC 138b Seminar: Gender and the Life Course

[ss]

Examines recent studies and theories on how gender influences the life course of women and men. Students learn the techniques of life course research and develop an independent research project. Usually offered every second year. Last offered in the spring of 2002.

Ms. Preston

SOC 139b Race and Identity: A Study of Whiteness

[ss]

Locates American whiteness within the white diaspora and the history of white identity reformations. Examines salient aspects of white identity, including its relationships with class and gender, learning whiteness, white cultures, and contemporary white social movements. Will be offered in the spring of 2003.

Ms. Bery

SOC 141a Marx and Freud

[ss]

Examines Marxian and Freudian analyses of human nature, human potential, social stability, conflict, consciousness, social class, and change. Includes attempts to combine the two approaches. Usually offered every second year. Last offered in the spring of 2001.

Mr. Fellman

SOC 146a Mass Communications Theory

[ss]

An examination of key theories in mass communication, including mass culture, hegemony, the production of culture, and resistance. Themes discussed include the nature of media effects, the role of the audience, and the extent of diversity in the mass media. Usually offered every year. Will be offered in the fall of 2002.

Ms. Miller

SOC 147a Organizations and Social Change

[ss]

Critical analysis of bureaucratic organizations. Innovation and change in school systems, social services, corporations, nonprofits, federal and state bureaucracies, police, dynamics of democratic, feminist, multicultural, and community organizations. Usually offered every third year. Last offered in the fall of 2000.

Mr. Sirianni

SOC 152a Urban Life and Culture

[ss]

An analysis of the social and cultural dimensions of life in urban environments. Examines how various processes, including immigration, deindustrialization, and suburbanization, affect neighborhoods, public spaces, work, shopping, and leisure in the city. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Miller

SOC 153a The Sociology of Empowerment

[ss]

Signature of the instructor required. Students selected by essay, interview, and lottery. The course focuses on social structural and inner dimensions of feelings of helplessness, futility, hope, vision, and efficacy. Course work includes reading, writing, journal keeping, discussion, and field trips. Usually offered every year. Will be offered in the fall of 2002.

Mr. Fellman

SOC 154a Community Structure and Youth Subcultures

[ss]

Examines how the patterning of relations within communities generates predictable outcomes at the individual and small-group level. Deals with cities, suburbs, and small rural communities. Special focus is given to youth subcultures typically found in each community type. Usually offered every third year. Last offered in the fall of 2000.

Mr. Cunningham

SOC 155b Protest, Politics, and Change: Social Movements

[ss]

Utilizes case studies of actual movements to examine a variety of approaches to contentious politics. Covers collective behavior, resource mobilization, rational choice, and newer interactive models. Usually offered every second year. Last offered in the fall of 2001.

Ms. Bery or Mr. Cunningham

SOC 156a Social Change in American Communities

[ss]

Prerequisite: Participation in summer "bus program." Signature of the instructor required.

Integrates ideas related to community organization, collective action, and social change with field study of particular settings in which individuals and groups seek to effect change within their communities. Students complete semester-long projects based on data gathered at fieldwork settings. Usually offered every second year. Last offered in the fall of 2001.

Mr. Cunningham

SOC 157a Sociology of the Israeli-Palestinian Confrontation

[ss]

An introduction to Jewish and Palestinian nationalisms, relevant sociological, political, religious, resource, and population issues; social psychological dimensions; and the conflict in world politics. Usually offered every second year. Last offered in the spring of 2001.

Mr. Fellman

SOC 161a Society, State, and Power: The Problem of Democracy

[ss]

Examines the ways in which power is exercised in different political regimes and social systems and considers the problem of democracy. The major focus of the course will be present-day advanced industrial societies, with particular consideration of the United States. Usually offered every fourth year. Will be offered in the fall of 2002.

Ms. Bery or Mr. Ross

SOC 164a Existential Sociology

[ss]

Introduces existential thought in relation to the discipline of sociology and social psychology and evaluates selected theories on human nature, identity and interaction, individual freedom and social ethics, and the existential theory of action. De Beauvoir, Mead, Sartre, Goffman, Kierkegaard, and others will be considered. Usually offered every year. Last offered in the spring of 2002.

Ms. Hayim

SOC 169b Issues in Sexuality

[ss]

Enrollment limited to 20.

Explores dimensions of human sexuality. This course will take as its central tenet that humans are sexual beings and their sexuality is shaped by gender, class, race, culture, and history. It will explore the contradictory ways of understanding sexual behavior and relationships. The course intends to teach students about the social nature of sexual expression. This course counts toward the completion of the joint M.A. degree in sociology and women's studies. Usually offered every fourth year. Last offered in the fall of 1999.

Staff

SOC 171a Women Leaders and Transformation in Developing Countries

[nw ss]

Brings together an analysis of the rise, tenure, and legacies of women as national leaders; socioeconomic poverty in developing countries; and national and international politics. Students select political leaders or a feminist organization (or both) for close scrutiny and engage in an interdisciplinary search to understand women's leadership in the South. This course counts toward the completion of the joint M.A. degree in sociology and women's studies. Usually offered every second year. Last offered in the fall of 2001.

Ms. Williams

SOC 173a Issues in the Sociology of Professions

[ss]

This course may not be taken for credit by students who have taken SOC 178a in previous years.

What distinguishes a profession from other occupations. Addresses this question by examining the writings of theorists and by evaluating case studies of specific professions such as medicine, law, teaching, psychology, and the clergy. Usually offered every third year. Last offered in the spring of 2001.

Ms. Preston

SOC 175b Environmental Sociology

[ss]

Environmental politics and policy from the 1960s to the present. Environmental movement organizations and strategies. National regulatory cultures, policy change, community-based and civic approaches to environmental problem solving. Case studies drawn from watersheds, forests, ecosystem restoration, toxics, environmental justice, the greening of industry. Usually offered every fourth year. Last offered in the spring of 1999.

Mr. Sirriani

SOC 176a Nature, Nurture, and Public Policy

[ss]

A library intensive course.

Examines the impact of heredity or genetic theories of human problems on developing public policy, including the viability and validity of theories and evidence. Historical and contemporary cases such as gender, IQ, mental illness, and alcoholism are studied. Usually offered every year. Will be offered in the fall of 2002.

Mr. Conrad

SOC 177b Aging in Society

[ss]

Enrollment limited to 50. A library intensive course.

Explores the social context of old age by using sociological theory, empirical research, and literature. Examines such topics as aging in residential settings, the aging experience of minority groups, health and illness, the economics of aging, gender, work, and retirement. Also examines the definition of old age in other societies in order to understand the contemporary Western response to aging. Contains a field research component. Usually offered every year. Will be offered in the fall of 2002.

Ms. Preston

SOC 178a Sociology of Professions

[ss]

This course may not be taken for credit by students who have taken SOC 173a in previous years.

Examines how modern societies institutionalize expertise by constructing professions. The main goal is to gain an understanding of how and why professions emerge, monopolize a field, and consolidate power. Topics include the relationship of higher education to professions, the effect of bureaucratic control on professional autonomy, and current changes in the status of professions. Characteristics and trajectories of specific professions such as law, medicine, and teaching will be examined. Usually offered every second year. Will be offered in the fall of 2002.

Ms. Preston

SOC 181a Quantitative Methods of Social Inquiry

[qr ss]

Introduces students to causal logic and quantitative reasoning and research. Emphasis is on conceptual understanding, not mathematical derivations, with hands-on applications using desktop computers. No statistical or mathematical background is necessary. Usually offered every year. Last offered in the spring of 2002.

Mr. Cunningham

SOC 183a Evaluation of Evidence in Quantitative Research

[qr ss]

Focuses on gaining familiarity with basic tools for statistical analysis and the presentation of data, issues related to research design and construction, and the evaluation of evidence presented in quantitative models. No prior experience with statistics is assumed. Usually offered every second year. Last offered in the fall of 2001.

Mr. Cunningham

SOC 186b In Sickness and Health: Medicine and Families in the United States

[ss]

Enrollment limited to 20.

Examines medical-sociological understandings of families in the United States. Topics include the historical relationship between medicine and family life, medical social control, familial experiences of illness, and the impact of genetic and reproductive technologies on cultural understandings of families. Special one-time offering. Will be offered in the spring of 2003.

Ms. Kolker

SOC 187a Sociological Perspectives on Suicide

[ss]

Suicide is a leading cause of death for young people. We examine the social explanations for this excess mortality. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Timmermans

SOC 189a Sociology of Body and Health

[wi ss]

Explores theoretical considerations of the body as a cultural phenomenon intersecting with health, healing, illness, disease, and medicine. The course weaves back and forth between experiencing the body and acting upon the body. The theories are mainly interpretive and critical. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Timmermans

SOC 190b Caring in the Health Care System

[ss]

An analysis of the structural arrangements of medical practice and medical settings, focusing on societal and professional responses to illness. Usually offered every year. Last offered in the spring of 2001.

Mr. Timmermans

SOC 191a Health, Community, and Society

[ss]

An exploration into interrelationships among society, health, and disease, emphasizing the social causes and experience of illness. Usually offered every second year. Last offered in the fall of 2001.

Mr. Conrad

SOC 192b Sociology of Disability

[ss]

In the latter half of the 20th century, disability has emerged as an important social-political-economic-medical issue, with its own distinct history, characterized as a shift from "good will to civil rights." Traces that history and the way people with disability are seen and unseen, and see themselves. Usually offered every third year. Last offered in the spring of 2001.

Ms. Krauss

SOC 194b Technology and Society

[ss]

Explores the many ways in which technology enters into the structures of our lives. The course includes a historical overview of the industrial revolution in 19th- and 20th-century United States, an overview of the main theories in sociology of technology, and a discussion of some key topics in the area of technology. Usually offered every fourth year. Last offered in the fall of 1998.

Mr. Timmermans

SOC 195b Disability and the Body

[ss]

Enrollment limited to 30.

Examines "disability" and "the body" as interrelated concepts that contribute to notions of health, rehabilitation, infirmity, and normalcy. Examines discourse that seek to problematize the body as a social construction and a site of culture. Special two-time offering. Last offered in the spring of 2002.

Mr. Mazard Wallace

SOC 196a The Medicalization of Society

[ss]

Signature of the instructor required.

Examines the origins and consequences of the medicalization of human problems in society. Includes investigations of medicalization of madness, childbirth, addictions, anorexia, menopause, ADHO, domestic violence, and other issues, as well as cases of demedicalization. Usually offered every third year. Will be offered in the fall of 2002.

Mr. Conrad

(200 and above) Primarily for Graduate Students

SOC 200a Contemporary Social Theory

Covers the major paradigms in contemporary social analysis ranging from role-strain theory to symbolic interactionism, globalization theory, rational choice theory, system and action theory, and recent cultural sociology in Europe and the United States. Usually offered every fourth year. Last offered in the fall of 1999.

Ms. Hayim

SOC 201a Classical and Critical Theory

Examines major contributions in the history of sociological thought and identifies critical connections between the classical statements and the modern arguments, with a focus on contemporary social movements; from Weber to Habermas, and from Durkheim to Bordieu and Melucci. Usually offered every third year. Last offered in the fall of 2000.

Ms. Hayim

SOC 203b Field Methods

The methodology of sociological field research in the qualitative research tradition. Readings include theoretical statements, completed studies, and experiential accounts of researchers in the field. Includes exercises in specific methods and procedures of data collection (participant observation, interviewing, collaborative research, systematic observation, oral history), and data analysis. Focuses on the student's completion of his/her own research project and functions as a support group to aid in its completion. Usually offered every year. Last offered in the spring of 2001.

Mr. Timmermans

SOC 205b Qualitative Data Analysis

Employs a hands-on approach to learning how to analyze qualitative material in the inductive grounded theory tradition. Usually offered every fourth year. Last offered in the spring of 2002.

Mr. Timmermans

SOC 206b Advanced Topics in Family Studies

Studies the evolution of the Western European and American families and the historical processes that have shaped them, especially industrial capitalism, slavery, and immigration. Explores various controversies regarding the family: the family as an economic unit vs. a group of individuals with varying experiences; the effects of the shift of activity from primarily production to consumption; increased privatization vs. increased public intervention; recent changes in family structure and fertility patterns; and resolution of the double burden associated with the second shift for women. The course will take a different topical focus each time it is taught. Usually offered every third year. Last offered in the spring of 2001.

Ms. Hansen

SOC 207a Feminist Theory

Reviews the primary schools of feminist theory, exploring how well each perspective explains the subordination of women. Examines key contemporary controversies that challenge the various perspectives: how to best integrate the study of race, class, and gender; the issue of difference; and the compatibility of postmodernism and feminist theory. Assesses the direction of feminist theory in the new millennium. This course counts towards the completion of the joint M.A. degree in sociology and women's studies. Usually offered every third year. Last offered in the fall of 2001.

Ms. Hansen

SOC 208a Social Problems Theory and Research

Explores the role of social problems theory, with a strong emphasis on social constructionism. Also examines the development and dilemmas of constructionism and aligned approaches. Students are required to undertake independent studies of particular social problems. Usually offered every third year. Last offered in the spring of 2002.

Mr. Conrad

SOC 211a Theory Workshop

Explores classical sociological theory from Hobbes to Simmel, with emphasis on Marx, Weber, and Durkheim. Taught as a theory practicum, not intellectual history, with emphasis on elucidating the logical structure of an argument and applications to research. Usually offered every year. Will be offered in the fall of 2002.

Mr. Ross

SOC 214b Community Empowerment in the United States

Examines innovative forms of community empowerment developed in recent decades in the context of theoretical debates on social capital, deliberative democracy, and policy learning. Topics include community organizing and development, civic environmentalism, healthy communities, workplace organizing, public journalism, and the civic renewal movement. Usually offered every third year. Last offered in the spring of 2000.

Mr. Sirianni

SOC 217a Problems and Issues in the Sociology of Health and Illness

Offers a sociocultural-historical-political perspective on the study of problems of health and illness. Accomplishes this by examining some of the basic assumptions underlying the way people conceive of and study issues in health care. Usually offered every third year. Last offered in the fall of 2000.

Mr. Conrad

SOC 220b Seminar on the Sociology of Politics

A survey of the contemporary movements in the sociology of politics of advanced societies. Topics include pluralist and group theories, elite theory, behavioralism and voting studies, the theory of the state debate (neo-Marxist and neo-liberal variants), the "new institutionalism," theories of social movements, and rational choice modeling. Usually offered every second year. Last offered in the fall of 2001.

Mr. Ross

SOC 230a and b Readings in Sociological Literature

Usually offered every year. Specific sections for individual faculty members as requested.

Staff

SOC 290a Proseminar

A seminar meeting once a week in which faculty members introduce their interests and research. Required of all first-year graduate students. Other graduate students are welcome to attend. Usually offered every year. Will be offered in the fall of 2002. Mr. Conrad

SOC 401d Dissertation Research

Independent research for the Ph.D. degree. Specific sections for individual faculty members as requested. Staff

Cross-Listed Courses**AAAS 116b**

Comparative Race and Ethnic Relations

HS 110a

Wealth and Poverty

NEJS 161a

American Jewish Life

NEJS 164b

The Sociology of the American Jewish Community

NEJS 170b

Analyzing the American Jewish Community

POL 153a

The New Europe: European Economic and Political Integration

POL 159a

Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship

Spanish Language and Literature

Courses of Study:

Minor

Major (B.A.)

Objectives

Studies in the Spanish Program promote not only communication skills, but also an understanding of the various cultural contexts through interdisciplinary explorations of texts. Literature, film, history, politics, gender studies, etc. lead to some depth of understanding of issues facing Hispanic communities at home and abroad. Increasingly, technology (the uses of the Internet, web-page design, Powerpoint presentations, etc.) plays a part in these explorations.

Students are prepared to pursue careers in a wide range of fields where effective communication is essential, including those in which they will have contact with Spanish speakers and/or Hispanic cultures, in this country or globally. Students often go on to pursue graduate studies in professional fields (law, medicine, business, international relations, education, social services, etc.), in which their language and technological skills will make them especially attractive to employers, and which will enable them to succeed in a competitive environment.

How to Become a Major

Students considering a Spanish major should complete the language requirement as soon as possible, preferably by the end of their first year at Brandeis. They are then advised to take SPAN 105a before beginning the sequence of Spanish language (SPAN 106b or SPAN 108a) and literature (SPAN 110a, 111b, and beyond) courses that will fulfill the Spanish major. Please note: Many Spanish majors and minors choose to study in Spain or Latin America for all or part of their junior year. Normally, any full-credit Spanish literature course taken abroad will count toward the Spanish major up to a maximum of four courses for majors and two courses for minors. Students interested in learning more about the Spanish major or minor are encouraged to speak with the undergraduate advising head in Spanish.

Faculty

See Romance and Comparative Literature.

Requirements for the Major

The major consists of nine semester courses.

A. SPAN 106b (Spanish Composition, Grammar, and Stylistics) or SPAN 108a (Spanish for Heritage Speakers).

B. SPAN 110a (Introduction to Peninsular Spanish Literature), and SPAN 111b (Introduction to Latin American Literature), to be completed as early as possible.

C. Five additional semester courses from the Spanish literature offerings numbered above 111, at least one of which must deal with Spanish or Latin American literature before 1700. No more than two of these electives may be taken in English. Courses conducted in English include those abbreviated SECS (Spanish and European Cultural Studies) and ECS 100a.

D. At least one course beyond 106b must be designated "library intensive" and at least one should be "writing intensive." Normally SPAN 111b is "library intensive" and SPAN 198a is "writing intensive."

E. SPAN 198a (Seminar in Literary and Cultural Studies) in the fall semester of the senior year. Those seeking departmental honors will also take SPAN 99d in the spring to complete the Senior Thesis. Honors students must have maintained a 3.60 GPA in Spanish courses previous to the senior year. Honors are awarded on the basis of cumulative excellence in all courses taken in the major, including the Senior Thesis.

Students may petition the undergraduate advisor for changes in the above program. Students wishing to receive credit toward the Spanish major for courses that are crosslisted under ECS (abbreviated SECS) will be required to do the reading and writing in Spanish.

Requirements for Minor

The minor consists of five semester courses.

A. SPAN 106b (Spanish Composition, Grammar, and Stylistics) or SPAN 108a (Spanish for Heritage Speakers).

B. SPAN 110a (Introduction to Peninsular Spanish Literature) and SPAN 111b (Introduction to Latin American Literature).

C. Two additional Spanish literature courses from the offerings numbered above 110. No more than one of these electives may be taken in English. Courses conducted in English include those abbreviated SECS (Spanish and European Cultural Studies). All students pursuing a Spanish minor will be assigned an advisor in the department. Enrollment in the Spanish minor must be completed by the end of the first semester of the senior year. All courses are conducted in Spanish, unless otherwise noted.

Courses of Instruction

[1-99] Primarily for Undergraduate Students

PORT 10a Brazilian Portuguese

Prerequisite: Some knowledge of Spanish or Portuguese. *Signature of the instructor required.*

Introduces Brazilian culture while reviewing and presenting basic grammar skills. Speaking, reading, and writing skills are all emphasized. Movies, news broadcasts, magazines, and Internet sites all complement class work. Usually offered every semester. Staff

SPAN 10a Beginning Spanish

Enrollment limited to 18 per section.

Students who have completed two or more years of study of Spanish must obtain permission of the instructor before enrolling.

For students who have had no previous study of Spanish. A systematic presentation of the basic grammar and vocabulary of the language within the context of Hispanic culture, with focus on all five language skills: listening, speaking, reading, writing, and sociocultural awareness. Several sections will be offered. Usually offered every year. Staff

SPAN 20b Continuing Spanish

Prerequisite: SPAN 10a or the equivalent.

Enrollment limited to 18 per section.

For students with some previous study of Spanish. Continuing presentation of the basic grammar and vocabulary of the language within the context of Hispanic culture and practice of the four language skills. Special attention to reading and writing skills, as well as guided conversation. Several sections will be offered. Usually offered every semester. Staff

SPAN 31a Intermediate Spanish: Composition and Grammar

[fl]

Prerequisite: SPAN 20b or the equivalent.

Enrollment limited to 18 per section.

This course focuses on the development of writing and/or grammatical skills in the context of continuing development of linguistic competence in Spanish. Usually offered every year. Staff

SPAN 32a Intermediate Spanish: Conversation

[fl]

Prerequisite: SPAN 20b or the equivalent.

Enrollment limited to 18 per section.

This course focuses on the development of oral expression and conversational skills in the context of continuing development of linguistic competence in Spanish. Usually offered every year. Staff

SPAN 33a Intermediate Spanish: Reading

[fl]

Prerequisite: SPAN 20b or the equivalent.

Enrollment limited to 18 per section.

This course focuses on the development of reading skills in the context of the continuing development of linguistic competence in Spanish. Usually offered every year. Staff

SPAN 34a Intermediate Spanish: Topics in Hispanic Culture

[fl]

Prerequisite: SPAN 20b or the equivalent.

Enrollment limited to 18 per section.

Topics or themes from Hispanic cultures are the context for continuing development of linguistic competence in Spanish. Usually offered every year. Staff

SPAN 40b Intermediate Spanish II

[hum]

Prerequisite: Any 30-level Spanish course or the equivalent. Enrollment limited to 18 per section.

Prepares students for practical applications while continuing development of linguistic competence in Spanish.

Staff

SPAN 41b Spanish for Cultural and Literary Studies

[hum]

Prerequisite: Any 30-level Spanish course or the equivalent. Enrollment limited to 18 per section.

This course prepares students for the more advanced Spanish courses leading to the major and minor. It focuses on cultural and literary topics in the Hispanic world while continuing development of linguistic competence in Spanish. Usually offered every year.

Staff

SPAN 42b Spanish for the Professions

[hum]

Prerequisite: Any 30-level Spanish course or the equivalent. Enrollment limited to 18 per section.

Prepares students for practical applications of Spanish in the United States and foreign communities while continuing development of linguistic competence in Spanish. Each section focuses on a single topic such as business Spanish, medical Spanish, Spanish for the social sciences. Usually offered every year.

Staff

SPAN 98a Independent Study

May be taken only with the written permission of the advising head of the major and the chair of the department. Signatures of the instructor and the chair of the department required.

Reading and reports under faculty supervision.

Staff

SPAN 98b Independent Study

May be taken only with the written permission of the advising head of the major and the chair of the department. Signatures of the instructor and the chair of the department required.

Readings and reports under faculty supervision. Usually offered every year.

Staff

SPAN 99d Senior Thesis

Students should first consult the area head of the major. Signatures of the instructor and the advising head required.

Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

The SECS abbreviation denotes Spanish and European Cultural Studies courses.

SPAN 105a Spanish Conversation and Grammar

[hum]

Prerequisite: Any 30-level or 40-level Spanish course or the equivalent, or permission of the advising head. Enrollment limited to 15.

Students learn to communicate effectively in Spanish through class discussions, oral and written exercises, presentations, literary and cultural readings, film, and explorations of the mass media. Emphasis on improvement of oral and written fluency, and acquisition of vocabulary and grammar structures. Usually offered every semester.

Staff

SPAN 106b Spanish Composition, Grammar, and Stylistics

[wi hum]

Prerequisite: SPAN 105a or permission of the advising head. Enrollment limited to 15.

Focuses on written communication and the improvement of writing skills, from developing ideas to outlining and editing. Literary selections will introduce the students to the principles of literary analysis and serve as topics for class discussion and writing. Usually offered every semester.

Staff

SPAN 108a Spanish for Heritage Speakers

[hum]

Enrollment limited to 18.

Designed specifically for bilingual "heritage" speakers of Spanish, who would like formal training in the language, particularly reading and writing skills. Special attention is given to Latino cultures and to issues pertaining to U.S. Latinos. Usually offered every year.

Ms. Dávila

SPAN 109b Introduction to Hispanic Cultural Studies

[hum]

Prerequisite: SPAN 106b or SPAN 108a.

Signature of the instructor required.

Introduces students to basic ideas with respect to the study of Hispanic cultures.

"Texts" are drawn from a variety of cultures and traditions and might include literature, film, architecture, maps, music, and even pop stars and pop-star wannabes. Usually offered every semester. Will be offered in the spring of 2003.

Mr. Mandrell

SPAN 110a Introduction to Peninsular Spanish Literature

[hum]

Prerequisite: SPAN 109b or permission of the instructor. Enrollment limited to 15.

Was El Cid a political animal? How do women, Jews, and Muslims fare in classical Spanish literature? Study of major works, authors, and social issues from the Middle Ages to the end of the 17th century. Texts covered range from the epic *Cantar del Cid* to Cervantes and masterpieces of Spanish Golden Age theater. Usually offered every semester.

Ms. Fox

SPAN 111b Introduction to Latin American Literature

[nw hum]

Prerequisite: SPAN 109b or permission of the instructor. Enrollment limited to 18. A library intensive course.

Focuses on texts from the 15th to 19th centuries in search of textual characteristics that help to shape a comprehensive study of Latin American literature and its historical and cultural context. Usually offered every year.

Ms. Pérez

SPAN 120b Don Quijote

[hum]

Prerequisite: SPAN 110a or permission of the instructor. Enrollment limited to 15.

A reading for fun and critical insight into what is often called "the first modern novel." We will discuss some reasons for its reputation as a major influence on subsequent fiction throughout the Western world and view several film interpretations. Usually offered every second year.

Ms. Fox

SPAN 125b Literary Women in Early Modern Spain

[hum]

Prerequisite: SPAN 110a or permission of the instructor. Enrollment limited to 15. A library intensive course.

Examines works by and about women in early modern Spain, with particular attention to engagements with and subversions of patriarchal culture on theater, prose, and poetry, by such writers as Caro, Zayas, Cervantes, and Calderón. Usually offered every second year.

Ms. Fox

SPAN 140a Topics in Poetry

[hum]

Prerequisite: SPAN 110a, 111b or permission of the instructor.

Topics vary from year to year, but may focus on different periods, poets, or poetics from both sides of the Atlantic. Study may include *jarchas*, Garcilaso de la Vega, Bécquer, the Generation of '98 or '27, Neruda, Vallejo, Rosario Castellanos, Octavio Paz, Huidobro, Borges. Usually offered every second year.

Mr. Mandrell and Ms. Pérez

SECS 150a Golden Age Drama and Society

[hum]

Open to all students. Conducted in English with readings in English translation.

The major works, comic and tragic, of Spain's 17th-century dramatists. Works may include Cervantes's brief witty farces, Tirso's creation of the "Don Juan" myth, Lope's palace and "peasant honor" plays, and Calderón's Baroque masterpieces, which culminate Spain's Golden Age. Usually offered every second year.

Ms. Fox

SPAN 155b Latin America Between Baroque and Kitsch

[hum]

Prerequisite: SPAN 110a or 111b.

Analyzing general characteristics associated with a Baroque style such as ornamentation, double meaning, parody, satire, imitation, etc. this course offers opportunities to understand how artists and writers have used this aesthetic artifice to contest the hegemonic discourses of their times. Texts, films, and art from the 17th and 20th centuries. Usually offered every second year. Will be offered in the spring of 2003.

Ms. Pérez

SPAN 163a The Latin American Boom and Beyond

[nw hum]

Prerequisite: SPAN 110a, 111b, or permission of the instructor. Course may be repeated for credit.

Examines texts of the Latin American "Boom" as well as contemporary narrative trends. Usually offered every year.

Ms. Dávila

SPAN 164b Studies in Latin American Literature

[nw hum]

Prerequisite: SPAN 111b or permission of the instructor. Course may be repeated for credit.

A comparative and critical reading of main trends, ideas, and cultural formations in Latin America. Topics vary year to year and have included fiction and history, humor, autobiography, art, and revolution. Usually offered every year.

Ms. Dávila and Ms. Pérez

SPAN 166b Writing the Latin American City

[hum]

Prerequisite: SPAN 111b or permission of the instructor.

Examines the representation of the Latin American city within the context of modernity. Texts from various Latin American countries are examined in light of critical approaches to the city and its inhabitants. Usually offered every second year.

Ms. Dávila

SPAN 168b Latin America through the Eyes of Women

[nw hum]

*Prerequisites: SPAN 110a or SPAN 111b.**Enrollment limited to 18.*

How do Latin American women represent their own realities? How do their artistic versions of social realities challenge traditional historical representations? Why aren't women included in the "boom" of Latin American literature? Literary and artistic works from the 17th to the 21st centuries are studied, looking at the different ways in which gender intersects their discourses. Usually offered every second year.

Ms. Pérez

SECS 169a Travel Writing and the Americas:**Columbus's Legacy**

[hum]

Open to all students. Conducted in English with readings in English translation.

Following the arrival of Columbus, the continent later known as America engaged with other continents in a mutual process of cultural, historical, geographical, and economic representation. The development of some of those representations is explored, beginning with travel writing and ending with recent images of the Encounter. Usually offered every second year.

Ms. Pérez

SPAN 170a Topics in Eighteenth- and Nineteenth-Century Spanish Literature

[hum]

Prerequisite: SPAN 110a or permission of the instructor. Course may be repeated for credit.

Topics will vary from year to year, but might include Spanish Enlightenment and Romanticism: *costumbrismo*, Romantic drama, Bécquer, Galdós (the *novelas contemporáneas*), or 18th- and 19th-century poetry of the sublime. Usually offered every second year.

Mr. Mandrell

SPAN 180b Topics in Twentieth- and Twenty-First-Century Spanish Literature

[hum]

Prerequisite: SPAN 110a or permission of the instructor. Course may be repeated for credit.

Topics will vary from year to year, but might include the Generation of '98; the Generation of '27; García Lorca (poetry and drama); the post-Civil War novel; novels of the individual's quest; or modern women's writing. Usually offered every second year.

Mr. Mandrell

SPAN 191a Hispanic Topics in Translation

[hum]

Open to all students. Conducted in English with readings in English translation. Course may be repeated for credit.

Topics vary from year to year, but might include Realist Representations of Women; Ideas of the Modern and Modernity; Spanish Realism; or the Spanish Civil War. Usually offered every second year.

Ms. Dávila and Mr. Mandrell

SPAN 192a Women's Fiction in Translation

[nw hum]

A consideration of contemporary fiction by Spanish, Latin American, and Latina women writers. Usually offered every second year.

Mr. Mandrell

SPAN 193b Topics in Cinema

[hum]

Open to all students. Conducted in English with readings in English translation. Course may be repeated for credit.

Topics vary from year to year, but might include consideration of a specific director; an outline of the history of a national cinema; a particular moment in film history; or Hollywood cinema in Spanish. Usually offered every second year.

Ms. Pérez

SPAN 198a Seminar in Literary and Cultural Studies

[hum]

Prerequisite: SPAN 110a or SPAN 111b, or permission of the instructor. Signatures of the instructor and the advising head required.

A research seminar organized around varying themes ("the other," "the nation," etc.). Instruction on literary/cultural theory, researching a topic, and analytical skills necessary for developing a scholarly argument. Students present research in progress and write a research paper of significant length. Usually offered every year.

Mr. Mandrell

Sustainable International Development Program

See The Heller School for Social Policy and Management

Department of Theater Arts

Courses of Study:
Minor
Major (B.A.)
Master of Fine Arts

Objectives

Undergraduate Major

The major in theater arts is designed to give students a solid grounding in the history and literature of the theater along with an appreciation of theatrical performance, production, and design. Through their choice of electives, students can either focus their individual interests in the area of acting and directing, design and technical theater, playwriting, or theater literature, history, and theory, or select a broad range of courses from any or all of these areas. While always encouraging experimentation and adventure, the department stresses the cultivation of solidly rooted understanding, investigation, and development of skills, asking students to explore their own creative impulses with honesty and intelligence. Students are expected to become involved with the department's production season in various ways, from performing to working on the production staff.

The department participates in the European cultural studies (ECS) major and, in general, its courses are open to ECS majors.

Graduate Program in Theater Arts

In a time of shifting fashions in the performing arts, the M.F.A. Professional Theater Training Program at Brandeis focuses on the center of the theatrical experience: the human being. While always encouraging experimentation and adventure, we stress the development of a solidly rooted technique, asking actors, playwrights, and designers to investigate roles, scenes, and spaces—and their own creative impulses—with honesty and intelligence. Our goal is a theater that is alive with excitement, clarity, and surprise.

How to Become an Undergraduate Major

Students who wish to major in theater arts or to pursue a minor in theater arts should meet early in their academic career with the undergraduate advising head to develop a plan for completing the required core courses and to set up a program of elective choices within the student's particular area(s) of interest. It is desirable that students complete the core courses within their first two years as a major or minor as background to, and in some cases prerequisites for, more advanced courses in theater arts. When meeting with the advising head, students will be assigned an academic advisor, usually within the student's particular area of interest.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. Please note, the GRE is not required for theater arts admission. Students apply for admission to one of the three disciplines and, in addition to the standard application procedures, acting applicants are seen in an audition/interview, design applicants attend an interview with portfolio evaluation, and dramatic writing applicants submit one or more original play scripts for evaluation.

Acting and design auditions/evaluations are held at Brandeis and other locations around the country. Information about these auditions/evaluations will be furnished by the program **after** applications have been received; materials from dramatic writing applicants will be reviewed **after** applications have been received.

Admission is granted for one academic year at a time.

Faculty

Michael Murray, Chair
Directing.

Kevin Adams
Lighting design.

Nancy Armstrong
Singing.

Jeff Bird
Scenic construction.

Debra Booth
Scenic design.

Jennifer Cleary
Stage management.

Susan Dibble
Movement for the actor.

Candice Donnelly
Costume design and rendering.

Karl Eigsti
Scenic design.

Arthur Holmberg
Dramatic literature. Theory. Performance discourse.

Neal Katz
Alexander Technique.

Adrianne Krstansky
Acting.

Bill Lattanzi
Playwriting.

Denise Loewenguth
Costumiere.

Marya Lowry Voice.	Janet Morrison Acting.	Leea Regan Costume technology.
John Malinowski Lighting design.	Mark Stevens Production management/technical direction.	Jennifer vonMayrhauser Costume design.
Ryan McKittrick Theater history.	Elizabeth Terry Speech and voice.	Robert Walsh Movement and stage combat.
Robert Moody Scene painting.	Todd Theriault Singing studies accompanist.	

Requirements for the Undergraduate Major

All majors in theater arts must take the equivalent of 15 one-semester courses, including the following:

A. THA 1a (The Theater in History I) and THA 1b (The Theater in History II).

B. THA 100a (Theater Texts and Theory I) and THA 100b (Theater Texts and Theory II).

C. One course in theatrical production or design. (A list of approved courses is available from the advising head.)

D. One course in theatrical performance (an approved course in the areas of acting, voice and speech, and movement, from a list available from the advising head).

E. Seven additional one-semester courses in the student's area(s) of interest to be chosen in consultation with the advising head.

F. Four corequisite enrollments in THA 41a: Theater Practicum (formerly THA 41a, THA 42b: Theater Practicum I and II). Each enrollment yields one-half course credit. These courses are corequisite with designated theater arts studio courses that count toward the major requirements. See course description for THA 41a.

G. A student who has maintained an acceptable grade point average may achieve departmental honors in theater arts in one of two ways:

1. By successfully completing a year-long honors project or thesis through enrollment in THA 99d (Senior Research) in addition to all other courses required for the major, that project meeting the approval of the departmental honors advisor and having an appropriate faculty member to supervise it,
or
2. Through a vote of the theater arts faculty prior to Commencement upon reviewing the record of the student's achievements in theatrical production activities, as well as academic accomplishments, during the full span of time spent as a major.

Requirements for the Undergraduate Minor

Students who wish to minor in theater arts must complete the equivalent of seven one-semester courses, including the following:

A. One course from the area of theater history, literature, and theory.

B. One course from the area of theatrical production or design.

C. One course from the area of theatrical performance.

D. Three additional one-semester courses in the student's area(s) of interest to be planned in consultation with the undergraduate minor advisor.

E. Two corequisite enrollments in THA 41a: Theater Practicum (see course description for THA 41a).

Notes Relating to Undergraduates

The following graduate courses are open to undergraduates with the permission of the instructors: THA 210b; 212b; 223a,b; 224a,b; 226a,b; 231a,b; 232a,b; 246c; 255a,b; 276a,b; 277a,b; 278a,b; 281a,b; 282a,b; and 350d.

Requirements for the Degree of Master of Fine Arts

Residence Requirement

Dramatic writing: two years. Acting, Design and design/technical: three years.

Programs of Study

Acting

Acting faculty provide supervision of class and project work during the first year of training. First-year students will normally not perform in their first semester except at the discretion of the department. They will do a performance project in their second semester. Actors enter the casting pool in their second year, joining the third-year actors in forming the core of the company. Second-and-third-year actors are required to audition for and play as cast in all major productions unless excused by the chair after consultation with the director and the acting faculty.

Graduate actors will perform crew assignments as required by the department.

Design and Design/Technical

All graduate design students will have the opportunity to be involved in production work as design assistants or designers during the course of the three-year program. This program is progressive from year one to year three beginning with basic design and crew work and ending with total production design responsibilities. Production assignments are given each year based on the design students' ability and desire, and consultation with the faculty.

In the first year, all design students take a required core curriculum along with additional electives pertinent to their field of study.

Required Courses for First-Year Designers

THA 220d	Design Practicum 1
THA 223a	Designing for the Theater Seminar: Part 1
THA 223b	Designing for the Theater Seminar: Part 2
THA 232a	Life Drawing: Part 1
THA 232b	Life Drawing: Part 2
THA 249d	Production Laboratory I

Elective Courses for Set Design Students

THA 225a	Set Design I: Part 1
THA 225b	Set Design I: Part 2
THA 226a	Drafting for the Theater, Scenery: Part 1
THA 226b	Drafting for the Theater, Scenery: Part 2

Elective Courses for Costume Design and Costume Tech Students

THA 231a	Drafting for the Theater, Costumes: Part 1
THA 231b	Drafting for the Theater, Costumes: Part 2
THA 232a	Costume Design I: Part 1
THA 232b	Costume Design I: Part 2

Elective Courses for Lighting Design Students

THA 235a	Lighting Design I: Part 1
THA 235b	Lighting Design I: Part 2

Dramatic Writing

Dramatic writing students are required to serve on a crew for one major production each year (about 60 hours). They are also required to participate in the preparation of any studio, workshop, or major production of their plays mounted during the time they are in residence, and this counts as one crew. In rare instances, acting in a major production may count as one crew.

Courses of Instruction**(1-99) Primarily for Undergraduate Students****THA 1a The Theater in History I**

[ca]

Enrollment limited to 100.

An exploration of the development and the complex interrelationships of the various arts and crafts of the theater in, and as a reflection of, their historical and social context. The first semester treats theater from classical Greece to the 18th century. Usually offered every year.

Staff

THA 1b The Theater in History II

[ca]

Enrollment limited to 100.

A continuation of THA 1a, treating theater in Europe and America from the 18th century to the present. Usually offered every year.

Staff

THA 4a Acting: The Vocal-Physical Connection

[ca]

Corequisite: THA 41a (except for THA majors who completed the corequisite while enrolled in THA 4b). Signature of the instructor required.

A beginning-level course incorporating theater games, improvisations, various movement techniques, relaxation, and vocal release work to open and expand the possibilities of vocal and physical expressiveness. The goal is to liberate the creative imagination, free the student to interact spontaneously with others, and develop relationships with the ensemble. Usually offered every year.

Staff

THA 4b Acting: Language in Action

[ca]

Prerequisite: THA 4a. Corequisite: THA 41a (except for THA majors who completed the corequisite while enrolled in THA 4a). Signature of the instructor required.

An introduction to the art and craft of acting. This course focuses on analysis and performance techniques including the use of actions, objectives, obstacles, engaging with the "Other," dramatic conflict, and physical and emotional give and take of playing scenes from dramatic literature. Usually offered every year.

Ms. Krstansky

THA 9a Movement for the Stage I

[ca]

Counts as one activity course toward the physical education requirement. Signature of the instructor required.

The actor's job is to create action out of meaning and meaning out of action. Exercises designed to lead students into their imaginations in order to bring courage and responsiveness into the body. Focus on building necessary tools to create the balance between free form and free expression, and an artistic and intelligent relationship to theater. Usually offered every year.

Ms. Dibble

THA 9b Movement for the Stage II

[ca]

Prerequisite: One semester of movement or dance. Counts as one activity course toward the physical education requirement.

Signature of the instructor required. Work on economy, precision, control of movement and the link between feeling and expression. Course focuses on Energy States, the Four Elements, Rudolf Laban's Movement Theory and Neutral Mask. Usually offered every year.

Ms. Dibble

THA 10b Stage Combat

[ca]

Prerequisite: One semester of movement or dance. Counts as one activity course toward the physical education requirement.

Signature of the instructor required. The course's purpose is to teach the basic skills necessary for the creation of effective and safe stage combat. At the completion of the semester, student competency will be tested by means of a choreographed "fight" utilizing compulsory moves and safety techniques. Usually offered every year.

Staff

THA 11a Movement for the Performer

[ca]

Enrollment limited to 12.

The fundamentals of movement training. Focus on awareness of the body in space, the ability to move with flexibility, grace and coordination, and an openness to new ideas and forms of physical expression. Usually offered every year.

Staff

THA 15a Vocal Gesture: The Expressive Use of the Voice

[ca]

Signature of the instructor required.

The study of the body voice begins with the exploration and application of sensory awareness training and its integration with vocal and physical life. Vocal Gesture celebrates the power of physical and vocal liberation. Explores relaxation techniques to alleviate habitual, effort-filled movement; investigate alignment and breathwork while carving up the space with voice and gesture. Usually offered every year.

Ms. Terry

THA 15b Public Speaking: The Art of Oral Communication

[ca]

An introductory course on the basic concepts and techniques of making presentations to groups of people. Students explore the principles of human communication and apply them to various situations and forms of spoken discourse. Students develop a process for analyzing the audience and situation, for choosing, limiting, and researching a subject, for developing effective habits of vocal delivery, and for writing their own speeches. Last offered in the summer of 2002.

Staff

THA 20b Acting Integration:**Body/Voice/Text**

[ca]

Prerequisites: THA 9a or THA 11a; 15a; 33a. Synthesizes the various aspects of actor training, and guides the student to a fuller realization of previous class work. Students are provided with an opportunity to explore the integration process, while at the same time, expanding on the traditional acting approaches to communicating the theatrical text. Attention is focused on how the actor uses his body/voice to discover meaning and communication of the text. Usually offered every second year.

Ms. Lowry

THA 33a Intermediate Acting I

[ca]

Prerequisites: THA 4a and 4b, or permission of the instructor. *Signature of the instructor required.*

Focus is on releasing the creative energies of the actor through integrated work on technique and text. Building on the curricula of THA 4a and THA 4b, student actors are guided in applying basic acting concepts to scenes from contemporary and modern drama. Students explore how to take responsibility for their own development through rehearsal process. Introduces relevant techniques such as script analysis and research. Usually offered every year. Staff

THA 33b Intermediate Acting II

[ca]

Prerequisite: THA 33a. *Signature of the instructor required.*

A continuation of THA 33a with work on more complex texts. Usually offered every year. Staff

THA 41a Theater Practicum

This course may yield half-course credit (two semester-hour credits) towards graduation and rate of work. Normally may be taken a maximum of four times for credit. There is a mandatory class meeting for this course at the beginning of each semester. Contact the theater arts department office for exact time and date. Signature of the instructor required. A hands-on production course, providing exposure to and experience in the practical aspects of theater production. Under professional direction, students develop a working knowledge of a specific theatrical area and learn how all areas come together in creating theater. Students work in positions in various shops (costumes, electrics, scenery, or paints) OR as crew members for departmental productions. Usually offered every year. Ms. Cleary and Staff

THA 50b Sound for Theater, Film, and Television

[ca]

Corequisite: THA 41a. *Laboratory fee: \$10 per semester. Signature of the instructor required. A library intensive course.*

This course will explore the process of modern sound design from concept to execution. Topics will include sound design within a production style, analysis of a script to determine sound and music needs, cue construction, recording, and editing. Hands-on sound studio instruction will provide a foundation for a complete sound design. Usually offered every second year. Mr. Wilson

THA 52b Fundamentals of Lighting

[ca]

Corequisite: THA 41a. *Laboratory fee: \$15 per semester. Signature of the instructor required.* A hands-on investigation of the hardware and software of lighting design. The functions and use of stage lighting equipment, computer lighting consoles, design software, and production paperwork. Basic electrical theory and safety considerations concerning rigging, focussing, and power distribution will also be discussed. Usually offered every second year. Staff

THA 54b Scenic Construction Fundamentals

[ca]

Corequisite: THA 41a. *Laboratory fee: \$25 per semester. Signature of the instructor required.* A course specifically designed to acquaint the student with the basics of scenery construction for stage, screen, and television. Techniques for fabrication and stabilization of two-or-three dimensional scenery will be explored, along with approved methods for fabrication of load-bearing stage structures. Students will be involved with actual construction of stock units as class projects. Usually offered every year. Mr. Bird

THA 60a Introduction to Scene Painting

[ca]

Corequisite: THA 41a. *Enrollment limited to 10. Laboratory fee: \$30 per semester.* This course offers an introduction to and studio experience in scene painting techniques. Execution processes are addressed during slide lectures and classroom demonstrations. Students will work on two of their own scene painting projects that will allow them to exercise creative choices in color research and design. Usually offered every year. Mr. Moody

THA 64a Costumes: From Script to Stage

[ca]

Enrollment limited to 8. An introduction to the challenges facing the costume designer during the process of a play production. Topics include script and character analysis and how to research a variety of historical periods. Students design for two-three plays over the course of the semester. Usually offered every year. Ms. Regan

THA 92a Internship in Theater

Signature of the instructor required. Usually offered every year. Staff

THA 92b Internship in Theater

Signature of the instructor required. Usually offered every year. Staff

THA 98a Independent Study

Prerequisite: University average of B. *Enrollment limited to juniors and seniors. Signature of the instructor required.* Students may elect either a research paper, a production project, or a combination of the two. Usually offered every year. Staff

THA 98b Independent Study

See THA 98a for special notes and course description. Usually offered every year. Staff

THA 99d Senior Research

Signature of the instructor required.

With permission of the department, a sufficiently qualified student may choose a directed study area to be known as an honors project. Approval of the honors coordinator must be obtained by the end of the junior year. Normally, this is restricted to seniors. Usually offered every year. Staff

(100-199) For Both Undergraduate and Graduate Students**THA 100a Theater Texts and Theory I**

[ca]

Enrollment limited to 35.

The evolution of Western drama from its ritual origins through the mid-18th century. Greek tragedy. Roman comedy, Medieval drama, Italian Humanism, Spanish Golden Age comedias, and French Neoclassicism. Attention paid to performance and theories of theater. Usually offered every year. Mr. Holmberg

THA 100b Theater Texts and Theory II

[ca]

Enrollment limited to 35.

A continuation of THA 100a, covering plays and theories from the 18th century (Romanticism) to the present, including Realism, Marxist drama, and the avant-garde. Usually offered every year. Mr. Holmberg

THA 101c Stage Management

[ca]

Corequisite: THA 41a. *Signature of the instructor required.*

An introduction to the field, treating the entire rehearsal and performance process and varying styles and levels of theatrical organization. Students stage-manage or assist on one department production. Usually offered every year. Staff

THA 104a Playwriting I

[ca]

Signature of the instructor required. Students will be selected after the submission of a sample of writing, preferably, but not necessarily, dramatic writing. The deadline for submission to the department office (Spingold 10) is by the end of the registration period of the preceding semester, or the day before the first meeting of class.

A basic course in the craft of writing for the stage. Assignments will introduce students to techniques of scene construction, characterization, and dramatic progression, culminating in the writing of a one-act play. Usually offered every year. Staff

THA 104b Playwriting II

[ca]

Prerequisite: THA 104a. *Signature of the instructor required.*

A continuation of THA 104a, for students who wish to develop further their abilities in writing for the stage, through more intensive work in the one-act play form and/or the supervised writing of a full-length play. Usually offered every year.

Staff

THA 107a Costume Drafting

[ca]

Signature of the instructor required.

After introducing basic skills in drafting bodices, sleeves, skirts, and pants, this course will emphasize adjusting patterns to specific measurements, and adapting modern and historical clothing for the stage. Various techniques of theater costuming will be demonstrated. Usually offered every year.

Ms. Loewenguth

THA 109a Improvisation

[ca]

Enrollment limited to 15.

An approach to acting through the stimulation of the actor's imagination and creativity, freeing the actor's impulses and faith. Improvisation breaks down the elements of scene work and, through a series of exercises, makes these elements more personal and accessible to the actor. Usually offered every year.

Ms. Krstansky

THA 110b Modern Dance and Movement

[ca]

Counts as one activity course toward the physical education requirement. Signature of the instructor required.

A course designed to explore modern dance at an intermediate level. Students will learn combinations and complete dances with the style and techniques of Martha Graham, José Limón, and Merce Cunningham as a background for the class. Usually offered every year.

Ms. Dibble

THA 115b The Avant-Gardes

[ca hum]

Enrollment limited to 100.

Explores the avant-garde movements including symbolism, decadence, futurism, constructivism, Dada, surrealism, expressionism, existentialism, pop art and happenings, performance art, minimalism, and postmodernism as alternate forms of expression that challenge mainstream art. Attention is paid to the interactions among theater, painting, dance, music, and film. Usually offered every second year.

Mr. Holmberg

THA 120b Movement and Dance Theater Composition

[ca]

Counts as one activity course toward the physical education requirement. Signature of the instructor required.

A studio course designed to teach the art of making dances and movement theater.

Explores the use of space, theme, rhythm, repetition, music, and their relationship to the process of creating original work for the stage. Usually offered every year.

Ms. Dibble

THA 150a The American Drama since 1945

[ca]

Enrollment limited to 35. May not be repeated for credit by students who have taken THA 195a section 3 in the fall of 1999.

Examines the major plays and playwrights representing styles from social realism to avant-garde performance groups and the theater of images. Usually offered every second year.

Mr. Holmberg

THA 155a Icons of Masculinity

[ca]

Signature of the instructor required.

Using icons from movies, fiction, theater, and television who represent manhood, this course explores how American men have defined and performed their masculinity. Various archetypes, including the cowboy, the gangster, the rogue cop, the athlete, the buddy, the lover, and Woody Allen are examined. Usually offered every second year. Will be offered in the fall of 2002.

Mr. Homberg

THA 185b Dramatic Structure: Analysis and Application

[ca]

Enrollment limited to 30.

Development of techniques for discovering and analyzing varying types of dramatic structures in plays from the Greeks to the present, and employing structures as a tool to understanding or deriving meaning from theatrical texts. Usually offered every year.

Staff

THA 195a Topics in Theater and Drama

[ca]

Prerequisites and enrollment limits vary with course topic and instructor.

Study of special topics in theater history, dramatic literature, theatrical production, acting or design. May be repeated for credit as the course topic varies. See *Course Schedule* for further information.

Staff

(200 and above) Primarily for Graduate Students**Required Courses for First-Year Actors****THA 201d Acting I**

Acting in the first semester centers around exercises and rudimentary scene work designed to develop the actors' concentration, awareness of and responsiveness to their own instrument, internal life, surroundings and eventually the other actor. Through progressively stepped assignments, actors are introduced to basic performance elements and tools. Work in the second semester focuses on application of these concepts and techniques to text. Additional skills such as thorough reading of a text, script analysis, research, and the actors' development through a rehearsal process are emphasized. Usually offered every year.

Ms. Morrison

THA 205a Movement I: Part 1

Through physical awareness and alignment work, dance for the actor (including ballroom and folk dance styles), Alexander Technique, movement improvisation, and creative projects, this course offers the actor a process in which to experience more flexibility and freedom of expression through movement. Usually offered every year.

Ms. Dibble

THA 205b Movement I: Part 2

A continuation of THA 205a, with focus on space, time, and energy and character development through movement research. Usually offered every year.

Ms. Dibble

THA 209a Whole Voice Workshop

Required for first- and third-year actors.

Designed to confront the actor with a high level of physical/vocal and emotional connective work at the outset of advanced training. The voice is explored in such a way as to contact and harness the sources of energy hidden deep in the body and connect this energy to physical/vocal expression as applied to the sung-spoken word. The result is extended range, greater discipline, and fuller integration of voice and movement components of the actor training program. Usually offered every year.

Ms. Lowry

THA 210b Voice I

A continuation of vocal training with an emphasis on further development of the actor's instrument. Particular attention is given to breath release and proper support, freeing and placing the voice, resonance and vocal tone, breath/voice/body connection, development of a physical vocal warm-up, and integrating the body/voice work with text. Usually offered every year.

Ms. Lowry

THA 211a Voice and Speech I

Concentrates on voice production and speech for the performer. Focuses on practical approaches to understanding how the voice works, identifying individual vocal habits and tensions, and incorporating dynamic relaxation and alignment in the performer's process. Phonetics for the actor, in the form of detailed study of the conventions and applications of the International Phonetic Alphabet. Usually offered every year.
Ms. Terry

THA 212b Speech I

With attention to integration of voice and speech, this course lays the groundwork for the development of clear, efficient, effortless use of language through a deeper study of the physical act of speech. The student receives an in-depth analysis of personal speech patterns; regional influences are examined and identified. Texts include many varieties of poetry. Usually offered every year.
Ms. Terry

THA 214d Singing I

Fundamentals in vocal technique and music theory. A survey of music theater repertoire and some classical repertoire. Small groups and/or tutorials. Usually offered every year.
Ms. Armstrong and Mr. Theriault

THA 215b Rehearsal and Performance I

First-year actors are required to audition for, and play as cast in, first-year project and final plays of the spring semester. Usually offered every year.
Staff

THA 249d Production Laboratory I

Specifically designed to provide guided practical experience to the student in a variety of theatrical crafts. Usually offered every year.
Ms. Cleary and Mr. Stevens

THA 258a Stage Combat I: Part 1

The practical art of stage combat will be taught over the course of three semesters leading to the actor-combatant certification test adjudicated by a fight master from the Society of American Fight Directors. The class is taught by a SAFD certified teacher and covers such period weaponry as quarterstaff, broadsword and rapier, and dagger, as well as unarmed combat, contemporary violence, and commedia/slapstick skills. Usually offered every year.
Mr. Walsh

THA 258b Stage Combat I: Part 2

A continuation of THA 258a. Usually offered every year.
Mr. Walsh

THA 347b Playwrighting Workshop Company I

First-year actors are required to participate in the Playwrighting Workshop. Each week actors are assigned roles in new plays by Brandeis M.F.A. playwrights. Scripts are read in class and actors participate in the discussions following the reading. Usually offered every year.
Mr. Murray

Required Courses for Second-Year Actors**THA 255a Movement II: Part 1**

Includes warm-up with strength, stretch, and alignment exercises. Course focuses on Period Movement and forms of expression based in Medieval and Elizabethan concepts and ideas. The course includes a movement project using themes of Heaven and Hell and the human condition on earth. Historical dances included in the course are The Galliard, Pavan, Estampie, Branle, and Farandole. Usually offered every year.
Ms. Dibble

THA 255b Movement II: Part 2

This course open to undergraduates with permission of instructor.
A continuation of THA 255a, the student is exposed to a range of movement techniques including Chorus Movement, Neutral Mask, and Clown. Usually offered every year.
Ms. Dibble

THA 260d Voice II

Continuation and consolidation of vocal skills learned in the first year. Vocal workouts are expanded to increase flexibility, range, and power. Special emphasis on releasing heightened emotion, skills for handling artifice in language, and the application of acquired knowledge to a variety of performance situations and environments. Usually offered every year.
Ms. Lowry

THA 262a Speech II: Part 1

A continuation of Speech I, focusing on rhythm and melody, leading into poetry, and specifically dealing with Shakespeare. Dialect work also begins during this year. Usually offered every year.
Ms. Terry

THA 262b Speech II: Part 2

A continuation of THA 262a. Usually offered every year.
Ms. Terry

THA 264d Singing II

Intermediate vocal technique including a deeper focus on legato and leggiero work. Intermediate theory including intervals and ear training. A continuing survey of musical literature. Usually offered every year.
Ms. Armstrong and Mr. Theriault

THA 265d Rehearsal and Performance II

Second-year actors are required to audition for, and play as cast in, all graduate productions. Usually offered every year.
Staff

THA 268a Stage Combat II

A continuation of THA 258b. The student's final semester of stage combat training culminates in the adjudication by a Fight Master from the Society of American Fight Directors. Usually offered every year.
Mr. Walsh

THA 283a Acting II: Part 1 (Shakespeare)

Focuses on the skills necessary to analyze and perform Shakespeare's plays with confidence, ease, and authority. Elements of training include metrical analysis, rhetorical devices and how to use them, imagery, melody, dialogue and scene structure, physicalization of text, creative use of space, and performance of numerous scenes and speeches. Usually offered every year.
Ms. Lowry

THA 283b Acting II: Part 2

Curriculum builds upon the work of THA 283a with further focus on the classics and on characterization. Usually offered every year.
Ms. Morrison

THA 299d Production Laboratory II

See THA 249d for description. Usually offered every year.
Ms. Cleary and Mr. Stevens

Required Courses for Third-Year Actors**THA 209a Whole Voice Workshop**

Required for first- and third-year actors. Designed to confront the actor with a high level of physical/vocal and emotional connective work at the outset of advanced training. The voice is explored in such a way as to contact and harness the sources of energy hidden deep in the body and connect this energy to physical/vocal expression as applied to the sung-spoken word. The result is extended range, greater discipline, and fuller integration of voice and movement components of the actor training program. Usually offered every year.
Ms. Lowry

THA 315a Rehearsal and Performance III: Part 1

Third-year actors are required to audition for, and play as cast in all graduate productions. Usually offered every year.
Staff

THA 315b Rehearsal and Performance III: Part 2

Third-year actors are required to audition for, and play as cast, in all graduate productions. Continuation of THA 315a. Usually offered every year.
Staff

THA 317a Accent and Dialect Research

Introduces the methods of researching, analyzing, and executing accents and dialects for performance. In the laboratory setting and in private tutorials, the student fuses these methods into theatrical performances. Utilizes the actor's voice, speech, and text skills developed to date and applies them directly to independent projects and assignments focusing on accents and dialects. Usually offered every year.
Ms. Terry

**THA 347a Playwriting Workshop
Company III**

Third-year actors are required to participate in the Playwriting Workshop. Each week actors are assigned roles in new plays by Brandeis M.F.A. playwrights. Scripts are read in class and actors participate in the discussions following the reading. Usually offered every year.
Mr. Murray

**THA 355a Career Workshop: Part 1,
Acting for Camera**

Open only to third-year actors. Designed to help them prepare for the business demands of an acting career. Usually offered every year.
Acting Faculty and Staff

**THA 355b Career Workshop: Part 2,
Auditioning**

Open only to third-year actors. Addresses the practical demands of a career in the professional theater: the business aspects of building an acting career, interview and audition preparation, strategies for breaking into the business, developing short and long-term goals, understanding your place in the world of theater. Professional directors and actors are invited to conduct auditions and discuss various aspects of radio, film, television, and theatrical work. Usually offered every year.
Ms. Lowry

**Required Courses for First-Year
Designers**

THA 220d Design Practicum I

Certain first-year students are assigned as assistants to second- and third-year designers in areas of production such as scenic arts, props, hair and makeup, millinery, costume, and lighting. Usually offered every year.
Staff

**THA 223a Designing for Theater Seminar:
Part 1**

This course is open to undergraduates with permission of instructor.
Provides all design students with a fundamental approach to designing in the theater. Emphasis is placed on developing visual equivalents for plays of all periods as they exist in nonvisual/verbal texts. In addition, the student will explore various methods of drawing and painting as tools for expressing the costume design. Usually offered every year.
Mr. Eigsti

**THA 223b Designing for Theater Seminar:
Part 2**

This course is open to undergraduates with permission of instructor.
A continuation of THA 223a. Usually offered every year.
Mr. Eigsti

THA 225a Set Design I: Part 1

Laboratory fee: to be determined.
First-year set design focuses on the visual skills and importance of the theatrical image. Each student explores the spatial and visual context of the play while developing the skills to express the idea. Usually offered every year.
Ms. Booth

THA 225b Set Design I: Part 2

Laboratory fee: to be determined.
A continuation of THA 225a. Usually offered every year.
Ms. Booth

**THA 226a Drafting for the Theater, Scenery:
Part 1**

Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of instructor.
Specifically dedicated to developing drafting as a valid design language and tool for theatrical designers. Emphasis is placed upon development of techniques and skills to provide for clear communication of design ideas in the finished project. Usually offered every year.
Mr. Stevens

**THA 226b Drafting for the Theater, Scenery:
Part 2**

Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of instructor.
A continuation of THA 226a. Usually offered every year.
Mr. Stevens

**THA 231a Drafting for the Theater,
Costumes: Part 1**

Laboratory fee: \$20 per semester. This course is open to undergraduates by permission of instructor.
Basic pattern drafting of bodices, sleeves, skirts, and pants; followed by muslin construction, fitting, and adaptation of the basic pattern to various styles of fashion. Usually offered every year.
Staff

**THA 231b Drafting for the Theater,
Costumes: Part 2**

Laboratory fee: \$20 per semester. This course is open to undergraduates by permission of instructor.
A continuation of THA 231a. Usually offered every year.
Staff

THA 232a Life Drawing: Part 1

Laboratory fee: \$30 per semester. This course is open to undergraduates by permission of instructor.
An introductory course in drawing skills, including life drawing and basic and perspective drawing. Life drawing includes figure-drawing instruction and studio practice with a focus on developing observational and drawing skills. Using various exercises involving movement, form, and shape, the student will learn the basics of perspective and drawing figures to scale. Usually offered every year.
Mr. Moody

THA 232b Life Drawing: Part 2

Laboratory fee: \$30 per semester. This course is open to undergraduates by permission of instructor.
A continuation of THA 232a. Usually offered every year.
Mr. Moody

THA 233a Costume Design I: Part 1

Dedicated to developing drawing and painting as tools for expressing costume design. Emphasis is placed on development of these techniques and skills to provide for clear communication of design ideas in the finished costume sketch. Extensive supervised work in class on these projects. Usually offered every year.
Ms. Donnelly and Ms. vonMayrhauser

THA 233b Costume Design I: Part 2

A continuation of THA 233a. Usually offered every year.
Ms. Donnelly and Ms. vonMayrhauser

THA 235a Lighting Design I: Part 1

Laboratory fee: \$15 per semester.
The first-year graduate lighting design student studies an approach to developing a light plot with an emphasis on lighting mechanics and drafting conventions. The student also develops visual awareness through the study of artistic composition as well as learns a conceptual approach to lighting design. Usually offered every year.
Staff

THA 235b Lighting Design I: Part 2

Laboratory fee: \$15 per semester.
A continuation of THA 235a. Usually offered every year.
Staff

THA 249d Production Laboratory I

See description under Courses Required for First-Year Actors. Usually offered every year.
Mr. Stevens

**Required Courses for Second-Year
Designers**

In the second year, design students begin to specialize in a specific area of design. Under the advice of the design faculty, their choice of courses must be taken from the following list of program electives. All second-year design students are required to take THA 270d (Design Practicum II) and THA 299d (Production Laboratory II).

THA 270d Design Practicum II

Design students serve as assistants to the designers in the areas of scenery, costumes, and lighting. In addition, selected students design in the Laurie Theater. These design projects are supported by the design faculty in each area (scenery, costume, lighting, and scene painting). Usually offered every year.
Staff

THA 275d Set Design II*Laboratory fee: \$25 per semester.*

Second-year set design students focus on advancing the technical and visual skills begun in the first year. Each student delves further into using the text, music, and theatrical space to shape their designs. An emphasis is placed on developing an individual process to the work. Usually offered every year.

Ms. Booth and Mr. Eigsti

THA 276a Scenic Drawing I: Part 1*This course is open to undergraduates by permission of instructor.*

Set rendering includes instruction in various drawing and painting techniques employed in the process of designing. The rendering projects are tailored to the student's theoretical set-design projects. Usually offered every year.

Mr. Moody

THA 276b Scenic Drawing I: Part 2*This course is open to undergraduates by permission of instructor.*

A continuation of THA 276a. Usually offered every year.

Mr. Moody

THA 277a Stage Technology: Part 1*Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of the instructor.*

Explores the theater structure as a machine to house theatrical production and traditional as well as current techniques for the movement and rigging of scenery within that mechanical environment. Specific projects are assigned to develop scenery shifting strategies that allow for a variety of technological solutions to scenic movement problems. Usually offered every year.

Mr. Stevens

THA 277b Stage Technology: Part 2*Laboratory fee: \$25 per semester. This course is open to undergraduates by permission of instructor.*

A continuation of THA 277a. Usually offered every year.

Mr. Stevens

THA 278a Scene Painting: Part 1*Laboratory fee: \$80 per semester. This course is open to undergraduates by permission of instructor.*

Scene painting includes instruction in basic scene-painting skills, methods, materials, and techniques commonly applied in scenic studios and scenery for theater, film, and television. Usually offered every year.

Mr. Moody

THA 278b Scene Painting: Part 2*Laboratory fee: \$80 per semester. This course is open to undergraduates by permission of instructor.*

A continuation of THA 278a. Usually offered every year.

Mr. Moody

THA 280d Costume Design II

Second-year costume design students focus on technical and design skills begun in the first year. In-depth investigation of text and music to reveal how character occurs.

Students develop an individual approach to the work. Usually offered every year.

Ms. vonMayrhauser

THA 281a Costume Drawing I: Part 1*Laboratory fee: \$20 per semester.*

Second-year costume design students continue to develop their drawing and rendering skills, working from life studies and using their first-year projects as vehicles for exploration of techniques. Usually offered every year.

Ms. Donnelly

THA 281b Costume Drawing I: Part 2*Laboratory fee: \$20 per semester.*

A continuation of THA 281a. Usually offered every year.

Ms. Donnelly

THA 282a Costume Draping and Construction I: Part 1*Laboratory fee: \$15 per semester.*

Conversion of basic pattern to historically accurate period costume with emphasis on construction. Usually offered every year.

Ms. Loewenguth

THA 282b Costume Draping and Construction I: Part 2*Laboratory fee: \$15 per semester.*

A continuation of THA 282a. Usually offered every year.

Ms. Loewenguth

THA 284d History of Civilization: Design and Decorative Arts

Studies the changing lifestyles of polite and impolite society, their modes, manners, and environments. Focus is on the European world, 1500-1900. Seminars and slide lectures lead to each student's own presentation to the class and primary source research notebook. Field research in Boston area and New York. Usually offered every year.

Mr. Eigsti

THA 285d Lighting Design II*Laboratory fee: \$20 per semester.*

The second-year lighting design student continues developing a conceptual approach to design and also solves advanced problems in lighting design, i.e., musicals, opera, and multiset productions. Those students with a lighting emphasis design the lighting for a departmental production. Usually offered every year.

Staff

THA 290a Design Drafting II: Part 1*Laboratory fee: \$25 per semester.*

Specifically dedicated to the techniques of developing shop drawings from designer-produced plans and orthographic elevations. Emphasis is placed on detail drawings in larger scales. Usually offered every year.

Ms. Booth

THA 290b Design Drafting II: Part 2*Laboratory fee: \$25 per semester.*

A continuation of THA 290a. Usually offered every year.

Ms. Booth

THA 293d Costume Technology I

Entails a practical study of the building of costumes, exploring the properties and versatility of costume materials and fabrics, as well as the methods and machinery needed to create the costumes. Usually offered every year.

Ms. Loewenguth

THA 299d Production Laboratory II

See description for THA 249d [Production Laboratory I]. Usually offered every year.

Mr. Stevens

Required Courses for Third-Year Designers

As in the second year, third-year design students specialize in a specific area of design. Under advice of the design faculty, their choice of courses must be taken from the following list and department electives. All third-year designers are required to take THA 320d (Design Practicum III) and THA 349d (Production Laboratory III).

THA 320d Design Practicum III

Design students are assigned shows to design in their specialized field of interest: scenery, costumes, and lighting. In addition, assignments in scene painting, mask making, props, and specialized costume accessories are also given to design students who have achieved an advanced craft skills level in the course of the three-year program. Usually offered every year.

Staff

THA 325d Set Design III*Laboratory fee: \$25 per semester.*

An advanced design seminar, tutorial in nature, centered on the third-year student's portfolio. Each student works to develop a portfolio of projects and realized productions, which serve as a basic tool in seeking employment in the professional theater after graduate training is completed. Usually offered every year.

Mr. Eigsti

THA 326d Scenic Drawing II

A continuation of THA 276a and b (Set Drawing I) this course involves advanced study on an individual basis. Usually offered every year.

Mr. Moody

THA 328d Scenic Painting II*Laboratory fee: \$80 per semester.*

Scenic crafts provides advanced scene painting skills, methods, materials, and techniques commonly applied in scenic studios and scenery for theater, film, and television. Usually offered every year.

Mr. Moody

THA 330d Costume Design III

An advanced design seminar, largely tutorial in nature, centered on the students' portfolios and realized production designs, which serves as the basic tool in seeking employment after graduation. Usually offered every year.
Ms. vonMayrhauser

THA 331d Costume Drawing II

A continuation of THA 281a and b (Costume Drawing), this course involves advanced study on an individual basis. Usually offered every year.
Ms. Donnelly

THA 332d Draping and Costume Construction II

Laboratory fee: \$15 per semester.
Draping of various period costume, advanced study of costume construction. Usually offered every year.
Ms. Loewenguth

THA 335d Lighting Design III

Laboratory fee: \$10 per semester.
The third-year lighting design student will continue in individual and advanced problems as well as design the lighting for a departmental production. The third-year student is also encouraged to seek an internship outside of the department. Usually offered every year.
Staff

THA 340d Design Drafting III

Laboratory fee: \$20 per semester.
A continuation of THA 290a and b (Drafting II) in terms of detail-oriented shop drawing techniques and skills, with the emphasis on construction technology and materials applications integrated into the drawing. CAD equipment and techniques are introduced and explored as applicable to theatrical use. Usually offered every year.
Ms. Booth

THA 343d Costume Technology II

A continuation of THA 293d (Costume Technology I), this course explores in greater depth and with a more thorough application, the skills and knowledge acquired in the previous year's class. Usually offered every year.
Ms. Loewenguth

THA 349d Production Laboratory III

See description for THA 249d (Production Laboratory I). Usually offered every year.
Ms. Cleary and Mr. Stevens

Required Courses for First-Year Playwrights**THA 185b Dramatic Structure: Analysis and Application**

[ca]
Development of techniques for discovering and analyzing varying types of dramatic structures in plays from the Greeks to the present, and employing structures as a tool to understanding or deriving meaning from theatrical texts. Usually offered every year.
Staff

THA 246e Seminar in Scene Writing and Analysis

For first-year graduate playwriting students, weekly assigned exercises in scene writing are read and critiqued in class with the aim of sharpening the students' skills in handling character motivation, conflict, progression, and scenic structure. Open to second- and third-year students as a noncredit course. Usually offered every year.
Mr. Lattanzi

THA 247e Playwriting Workshop I

The central course in the curriculum for all graduate playwriting students. Prepared reading and detailed critiques of student scripts, at various stages of development, with the aim of shaping complete, producible plays. Further development of the most viable scripts is provided through staged public readings and department productions. A double-credit course. Usually offered every year.
Mr. Lattanzi

THA 249d Production Laboratory I

See description under section Required Courses for First-Year Actors. Usually offered every year.
Ms. Cleary and Mr. Stevens

In addition, one, one-semester elective course in theater arts or approved courses in other departments.

Required Courses for Second-Year Playwrights**THA 297e Playwriting Workshop II**

See description for THA 247e (Playwriting Workshop I). A double-credit course. Usually offered every year.
Mr. Lattanzi

THA 299d Production Laboratory II

See description for THA 249d (Production Laboratory I). Usually offered every year.
Ms. Cleary and Mr. Stevens

In addition, one full-year elective course in theater arts or approved courses in other departments.

Students may take the following theater arts courses as electives as well as approved courses in other departments.

THA 350d Directing

Essentially a laboratory course emphasizing the director's responsibility to tell a story in strong theatrical terms. Each week student directors present scenes, which are analyzed and reworked by the class with the goal of developing an imaginative and personal approach to a play. Open to actors, designers, and playwrights. Usually offered every year.
Mr. Murray

THA 380d Thesis Projects—Design

The graduate design thesis is a full-scale project that grows out of the periodic portfolio reviews. It may be either a realized or nonrealized project. Offered on request.
Design Faculty

THA 385a Design Internship: Part I

Internships will be arranged at faculty discretion for third-year design and technical area students. The purpose of internships is to provide valid experience in the profession under the supervision of the department faculty and professional field of work. Usually offered every year.
Staff

THA 385b Design Internship: Part 2

See course description for THA 385a. Usually offered every year.
Staff

THA 390a Independent Study

Usually offered every year.
Staff

THA 390b Independent Study

Usually offered every year.
Staff

THA 395a Topics in Theater and Drama

For graduate M.F.A. students only. Topics may vary. Please consult the Course Schedule for further information.

Topics in theater history, dramatic literature, theatrical production, acting, or design. Usually offered every year.
Staff

THA 410b Independent Research

Student conducts research on a topic approved by the program head that results in the writing of an article-length research paper. The paper will be read by at least two faculty members. Usually offered every year.
Staff

Cross-Listed Courses

ENG 23a

Domains of Seventeenth-Century Performance

ENG 33a

Shakespeare

ENG 64b (formerly ENG 164b)

Restoration and Eighteenth-Century Drama and Performance

ENG 133a

Advanced Shakespeare

ENG 143a

Elizabethan and Jacobean Drama

ENG 144b

The Body as Text: Castiglione to Locke

ENG 151b

Theatre/Theory: Investigating Performance

FREN 155b

Topics in French Drama

HBW 144a

(formerly HBW 109a)
Hebrew Drama—Language through Creativity and Action

RECS 148a

Russian Drama

Tutorial Program

Objectives

The Tutorial Program was introduced for the academic year 2001-02 and is intended primarily for sophomore and junior students. This experimental program is designed to foster close work with a faculty instructor in a small group environment, and also to facilitate critical thinking, writing, and oral communication skills. Tutorials meet at least once a week for an hour or more, at a time to be arranged by the instructor. All tutorial courses are offered for a letter grade and generate four semester-hours of course credit. The workload is considered equivalent to that of other Brandeis courses and usually includes writing assignments, readings, small group discussions, reports, research, and presentations.

Admission to each course is by the signature of the instructor. Enrollment is limited to eight, with preference given to sophomores and juniors. Like 90-level courses, tutorial courses do not meet school distribution or university studies requirements. Major and program requirements may be met only with the permission of the undergraduate advising head or program director.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

TUTR 1a Women in Ancient Greece and Rome

Signature of the instructor required. Enrollment is limited to eight with preference given to sophomores and juniors. Focuses on ancient Greece, but the lives of Roman women are explored from evidence in Roman poetry and art as well. Students read primary texts by ancient authors (in translation), which are discussed each week in a seminar setting. Archeological objects from Greece and Rome (sculpture, vase painting, funerary inscriptions) are also studied to elucidate, clarify, or expand on the texts, and the texts are used to do the same for the objects.

Ms. Koloski-Ostrow

TUTR 2a Karl Marx as Economist and Social Theorist

Signature of the instructor required. Enrollment is limited to eight with preference given to sophomores and juniors. "Workers of the world, unite!" "Religion is the opiate of the people." "The state is the executive committee of the bourgeoisie." Among many other things, Karl Marx was a brilliant sloganizer. But these phrases are far more than cheerleading; they reveal Marx as a social theorist, as an economist, and as a historian. The class examines Marx's own writing to uncover the central meaning of his ideas: about the past, present, and future of capitalism, about the functioning of the bourgeoisie, and about the nature of human society.

Mr. Engerman

TUTR 3b Dangerous Writers and Writers in Danger

Signature of the instructor required. Enrollment is limited to eight with preference given to sophomores and juniors. In authoritarian or totalitarian regimes, novelists, and poets pay dearly for their critique of the establishment. Their irreverence for the powers that be can mean imprisonment, exile, or even execution. Why exactly are some writers so feared by those in power? What specific social and political conditions inspire poets and novelists to critique authority? As onlookers from the West, how can we accurately evaluate their political or social critique? The works of contemporary novelists and poets from various parts of the world who have suffered exile or even death for their ideas are examined. Students will be required to sustain research throughout the semester on an interdisciplinary topic, to conduct a class, and to compose a final term paper. Writers include Aleksandr Solzhenitsyn, Salman Rushdie, Norman Manea, Nasrin Tashima, Ken Saro-Iwa, and Yang Lian.

Ms. Ratner

TUTOR 4b Exploration in Programmed Cell Death*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. Programmed cell death, also called apoptosis, is the "happy death" that allows us to develop properly, keeps us healthy, and can stop the growth of cancers. This tutorial will include an overview, but will emphasize aspects related to the major ongoing research of our laboratory. Students, especially sophomores and juniors, will meet weekly for a 1.5 hour group discussion and laboratory training, and also will participate in laboratory research that will require at least one full afternoon a week plus observations daily at 12-hour intervals. At each tutorial, we will discuss an assigned classic paper, and one student will present a current research paper. Near midterm each student will present a summary of his or her laboratory research to the group, and subsequently will write a final paper. Grading will be based on oral participation, research, commitment, and the final report.

Mr. Fulton and Ms. Lai

TUTOR 5b Bones of Contention: Exploring "Modernity"*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. This group tutorial will examine ideologies of dinosaur discovery, collection, and exhibition, including popular and professional deployment of scientific theory, as engagements with the phenomena of modernity and postmodernity. Historicizing dinosaur discourse, that is, connecting it with the "non-scientific" events and issues of the times in which it was produced reveals the ways in which science and its institutions are connected to what may seem like "unscientific" cultural logics being used to comprehend modernity. Students should note that this is not a course just about dinosaurs but also about defining modernity. Readings for this course will include studies of dinosaur discovery and scholarship, theories of modernity and postmodernity, fiction, narratives of the early dinosaur expedition leaders, newspaper accounts of dinosaur finds from the 19th century to the present, histories of science and the museum, theories of cultural studies, and perhaps some visual culture theory.

Ms. Chu

TUTOR 6b Writing about Books*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. In this tutorial each student will be asked to select at least one short nonfiction book to write about. In preparation for each tutorial meeting we will write an expository essay about the book selected for that section. On the day your book is up for discussion, you will present your essay to the group and we will rewrite it as a group. Each student will always rewrite each essay at least once.

Mr. Dowden

TUTOR 7b "Surfing the New Wave": Survival Techniques in Contemporary Chamber Music Performance*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. Haven't you always wanted to sing simultaneously through all four parts of Webern's first Bagatelle for string quartet? With special effects? This tutorial offers the opportunity to learn and apply the many tricks of the trade necessary to the successful performance of contemporary music. Practical solutions essential for today's player living on the cutting edge will be explored. Selections from the literature (Webern, Ives, Hyla, Jolas, Berg, Copland, Bartok) will serve as case studies. Students will draw from the techniques acquired in class to creatively solve real problems. Under the guidance of two members of the Lydian String Quartet (advancing their patented "whatever it takes" method) the class will study and perform throughout the semester.

Ms. Eissenberg and Ms. Rider

TUTOR 8b The Great Ideas of Physics*Does NOT meet the major requirements in physics. Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. The main ideas of modern physics will be explored at a conceptual level with very little mathematics. The goal is to give science and non-science students a view of how physicists today view the universe. Topics will include electromagnetism, special relativity, quantum mechanics, particle physics, and string theory. This is a chance to learn about quarks, black holes, higher dimensions, warped space, and much more.

Mr. Blocker

TUTOR 9b Cuba: A Critical Study in History, Culture, and Literature*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. This group tutorial course will take a multidisciplinary approach to the study of Cuba. The texts will range from anthropological studies to primary source documents, and from history to fiction. The culture will also be experienced through food, music, and films. This kaleidoscopic study of Cuba will give students the tools to continue to explore and to better understand issues on the island today. The class will meet in group and one-on-one sessions, to discuss the texts critically and to work on writing assignments. In group meetings students will present reaction papers and will take turns leading class discussions. The group discussions will deal with critical analysis of the assigned texts and occasional research. Students will write a final paper about Cuba using the discipline of their choice. The writing assignments will require a process of drafts and individual conferences for consultation leading to revisions throughout the semester.

Ms. Older

TUTOR 10b The Social Autopsy: In Death Investigation*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. Whenever a suspicious death occurs, the medical examiner's office is called to conduct a death investigation. A forensic pathologist will autopsy the body to determine the cause and manner of death. Social scientists have argued that in some suspicious deaths a social autopsy might be warranted to explain the sudden passing. A social autopsy reconstructs the events preceding the death and examines the social policies or lack thereof to provide a broader explanation for death. In this tutorial, students will conduct their own social autopsy based on actual forensic cases. The class will also visit a medical examiner's office and talk to forensic pathologists. The tutorial has no prerequisites but an interest in medicine, criminology, and social research, and an enthusiastic attitude will be helpful.

Mr. Timmermans

TUTOR 11b Does Character Matter? Honesty in Social Relationships and Public Discourse*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. Honesty is a valued personal characteristic, but dishonesty seems pandemic. The tutorial considers the social psychology of honesty and how it is a characteristic of people and a response to one's environment. Examples of truth-telling and lies will be drawn from the "'real world'" of everyday social relationships, as well as from law, politics, medicine, academia, and science. Core readings from literature in psychology, philosophy, and sociology will be assigned and students will conduct a research project.

Mr. Saxe

TUTOR 12a Classic and Contemporary Studies in Anthropology*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. Social and cultural anthropologists write ethnographies, accounts of particular peoples, societies, or cultures. Although these accounts may appear to be documentaries or journalistic stories, examples of straight reportage, in fact they are interpretations structured in terms of questions, claims, and evidence. How do anthropologists present these elements in order to persuade readers to accept their arguments? Through an analysis of the modes of reasoning and of rhetorical and reflexive strategies in representative classics and contemporary studies, this course aims to help students better understand the ethnographic accounts upon which much of social and cultural anthropology is based.

Mr. Jacobson

TUTR 13a Literacy and Development*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. After an overview of various connotations of literacy in international development programs, the class will consider the history of literacy in the United States, including the systematic repression of literacy among slaves. In discussing the contemporary situation of literacy in our country, issues involving immigration and bilingual education will surface, as will debates over cultural literacy and the increasing call for computer literacy among America's youth, as well as the ways in which computers are changing our very definitions of education and literacy. A major part of the seminar will be a "service learning" experience: students will participate as aides in a literacy program in Waltham. They will also be asked to reflect upon and write about their own continuing acquisition of literacy.

Ms. Hale

TUTR 14a Survey of Literature in English through the Nineteenth Century*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. This tutorial is meant to supplement the English major through a survey of the history of canonical English and American literature. The class will be concentrating on one aspect of the context of any work of literature—the literary background that the writer had, and that he or she might assume in the reader. The class will approach such a context through a developing sense of the forerunners that any writer might have had in mind: enough Chaucer will be read to know what Spenser made of him; enough Spenser to know what Keats was talking about; enough Keats to understand Dickinson's views of him. Coverage will extend from Chaucer to Wilde, and will include 19th-century American literature. This course will be especially useful for students planning to take the English literature subject test of the GRE.

Mr. Flesch

TUTR 15a All in the Family: Family Conflict in Law and Literature*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. This course will trace through actual cases in state and federal courts, as well as selected literature like Toni Morrison's *The Bluest Eye* and Jane Smiley's *Good Will*, four crucial areas of family interaction. These include: (1) concerns with punishment, abuse, and domestic violence; (2) parents as both positive and negative role models; (3) possibilities for family unity amidst adversity; and (4) the threat or hope of governmental intervention in family law. These topics will prompt short response papers, all arising from individual discussions with the instructor and some to be presented as panels to initiate weekly dialogue in the tutorial.

Ms. Davis

TUTR 16a Gender, Land, and the American West*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. Gender, Land, and the North American West explores the themes of colonialism, the settlement of land, and gender in the 18th- and 19th-century western "frontier." It will tie macro processes of economic change and immigration, as mediated by colonial and later U.S. federal policy, to micro accounts of everyday life. The challenge of the class will be to piece together the various accounts of land taking and its meaning in North America, from the perspectives of Native peoples, immigrants, and Yankees. As such it will raise issues of social justice and indigenous rights that have contemporary parallels.

Ms. Hansen

TUTR 17a Researching the American Jewish Community*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. This tutorial blends hands-on research experience with discussion of the challenges and opportunities inherent in conducting studies of the American Jewish community. Topics for discussion include key issues facing the American Jewish community, methodological challenges in modern Jewish studies, and the interpretation of findings from recent research. Based on these discussions, students will develop a research project on Jewish identity among college students or Jewish life on campus.

Ms. Sales and Mr. Saxe

TUTR 18b The State of Affairs: The Theatrical Landscape of American Cities, 2002*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. This tutorial course offers a critical survey on the current theatrical landscape of America's most prolific theatrical cities, the productions, the theater companies, and the theater people—in a seminar-style, discussion-based learning environment. Students will build a solid knowledge of current theatrical affairs through reading, writing, and discussion. Each student will examine the theatrical landscape of a specific American city, as well as conduct extensive research on an academic or practical aspect of theatre using interviews with professionals as a large portion of the research. There will be several required trips to see theater in the Boston area, as well as a theater tour-research trip to New York City. All theater trips are required of students enrolled in the course. The NYC trip is scheduled for April 1-4 and will require an additional fee from each student to help defray costs. Majors and non-majors alike are encouraged to enroll; there are no prerequisites other than a desire to learn and an enthusiastic interest in theater.

Ms. Cleary

TUTR 19b Beauty, Art, and the Mystical Quest for God*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. This course will examine the mystical idea of God being seen through beauty, natural and artistic. A paradigm for mysticism in readings of early Neoplatonism and the medieval period is first established. The course then examines the emergence of mystical strains seen in the Romantic period and the period around the turn of the 20th century.

Mr. Swenson

TUTR 20b Ancient Mystery Cults*Signature of the instructor required.*

Enrollment is limited to eight with preference given to sophomores and juniors. In the Ancient World, there were numerous centers of ritual activity involving numerous cults. These were known as "mystery cults" because their initiates were sworn to secrecy, but significant parts of the ritual were performed in public. The class will focus on a wide range of cults, with particular emphasis on those that eventually became important in Greece and Rome, such as the cults of Isis and Osiris from Egypt, of Dionysus and Cybele/Artemis of Ephesus from Asia Minor, as well as Demeter (Eleusis), Orpheus, Pythagoras, Aesculapins, and the cults of Magna Graecia (Fortuna, Mithras, Sabazius), and consider the degree to which their influence persisted in religious ritual of the middle ages and the modern period. The tutorial will begin with a general coverage of selected cults, and then each participant will select one cult to research in detail. Field trips to the Museum of Fine Arts and/or other museums will also be scheduled.

Ms. Johnston

TUTR 21b Queer Readings: Before Stonewall

Signature of the instructor required. Enrollment is limited to eight with preference given to sophomores and juniors. Through discussion of canonical and peripheral English language texts, and the preparation of writing assignments, the class will confront problems of the historical and social contingency of forms of erotic desire (primarily same- but also cross-sex).
Mr. King

TUTR 22b Teaching Teachers: A Critical Analysis of the Development of Teacher Education in the United States

Signature of the instructor required. Enrollment is limited to eight with preference given to sophomores and juniors. This tutorial will examine the development of teacher education from the 1830s to the present. It will address critical questions in the evolution of pedagogical methods including the following: What were the social conflicts over the purposes of schooling that influenced the content of teacher education? What impact did the feminization of teaching have on the control over professional training? How can innovative methods become part of prescribed teacher education in bureaucratic school system? Members of the tutorial will make three field trips to archives where they will be introduced to the methods of archival research in the social sciences.
Ms. Preston

TUTR 23a Programmed Cell Death in Cancer Therapy

Signature of the instructor required. Enrollment is limited to eight with preference given to sophomores and juniors. Apoptosis is an exciting new area of programmed cell death (PCD), the active cell death that keeps us healthy and is an important aspect of cell discipline that fails in cancer. This topic is explored through reading, discussion, and presentation of published papers, classic and current. The class begins with an overview of apoptosis as well as the principles of current therapy for major cancers. Prospects for use of PCD in cancer therapy is then explored. Each student focuses on a promising new or future cancer therapy utilizing PCD. Students write a mini-review of relevant literature and a proposal for therapy using PCD. As a climax to the course, students give a formal presentation of the proposal to the group.
Mr. Fulton and Ms. Lai

University Seminars in Humanistic Inquiries

See pages 354-361

An interdepartmental program

Women's Studies

Courses of Study:
Minor
Master of Arts (Joint)

Objectives

Undergraduate Program

Women's studies is an interdisciplinary field drawing on the sciences, social sciences, humanities, and the arts, that promotes the study of women and gender across the curriculum. In addition to exploring women's experiences in different time periods and places, courses offer opportunities to examine feminist theory and to explore cultural, racial, and socioeconomic issues in an interdisciplinary framework. We seek to create a community that offers intellectual stimulation at Brandeis by sponsoring internships, readings, lectures, and conferences, providing student prizes and research opportunities, and supporting other gender-related activities and initiatives.

Graduate Programs in Women's Studies

Interdisciplinary in design, the graduate programs aim to give students a solid grounding in their discipline-specific studies while offering them tools for incorporating women's studies into their research. Introducing students to the latest work in a variety of fields, women's studies offers the possibility of cross-disciplinary dialogue. This program enhances the ability of students to compete effectively for faculty openings in women's studies. A limited number of graduate teaching assistantships is available in the spring and fall semesters.

How to Become an Undergraduate Program Member (Minor)

Students register for the minor by meeting with the women's studies program coordinator or the undergraduate advising head. Students should enroll in WMNS 5a (Women in Culture and Society), offered every fall, as early as possible in their career at Brandeis. Because the program requirements offer great flexibility in designing a course of study, each student should work with a women's studies faculty advisor to shape a program that addresses that student's interests. In the senior year, students complete a senior research paper on an approved topic that may also serve as a senior project or thesis in the student's major. Students who wish to pursue an independent major in women's studies should meet with the undergraduate advising head or with the program chair. Independent majors must be approved by a faculty committee and interested students should also consult the Office of Undergraduate Academic Affairs about the correct procedure for declaring an independent major.

How to Be Admitted to the Graduate Program

The joint master's degree in women's studies and a discipline may be pursued independently or in conjunction with a Ph.D. in one of several fields.

The first option is a joint terminal master's degree in women's studies and anthropology, women's studies and English and American literature, women's studies and Near Eastern and Judaic Studies, or women's studies and sociology. Except in rare circumstances, this option is available only at the time of admission. This degree option may require one or two calendar years, depending on requirements in the affiliating program.

The second option is available to Brandeis graduate students who are enrolled in Ph.D. programs in American history, anthropology, comparative history, English and American literature, The Heller Graduate School, music, Near Eastern and Judaic Studies, psychology, or sociology. Students may elect the joint master's degree with the approval of their advisor and of the Women's Studies Program. This degree option replaces a master's degree in the student's program and may be entered at any time during the student's graduate career. Students pursuing the joint M.A. are encouraged to enroll in courses offered by the Graduate Consortium in Women's Studies at Radcliffe.

Faculty	Janet Giele, M.A. Advisor, The Heller School (The Heller School/Sociology)	James Mandrell (Romance and Comparative Literature)
Susan Lanser, Chair (English and Comparative Literature)	David Gil (The Heller School)	Robin Feuer Miller, Graduate Advising Head (Germanic and Slavic Languages)
Pamela Allara, Undergraduate Advising Head (Fine Arts)	Laura Goldin (American Studies)	Phyllis Mutschler (The Heller School)
Joyce Antler (American Studies)	Jane Hale (Romance and Comparative Literature)	Jessie Ann Owens, M.A. Advisor, Music (Dean of Arts and Sciences; Music)
Silvia Arrom (History)	Karen Hansen, M.A. Advisor, Sociology (Sociology)	Angela María Pérez (Romance and Comparative Literature)
Marc Brettler (Near Eastern and Judaic Studies)	Erica Harth (Romance and Comparative Literature)	Shulamit Reinharz (Sociology)
Bernadette Brooten (Near Eastern and Judaic Studies)	Anita Hill (The Heller School/Women's Studies)	Michal Regunberg (Public Affairs)
Olga Broumas (English and American Literature)	Linda Hirshman (Philosophy/Women's Studies)	Nancy Scott (Fine Arts)
Mary Campbell, M.A. Advisor, English (English and American Literature)	Deirdre Hunter (Women's Studies)	Aurora Sherman, M.A. Advisor, Psychology (Psychology)
Patricia Chu (English and American Literature)	Sherry Israel (Jewish Communal Service)	Marion Smiley (Philosophy)
Olga Davidson (Women's Studies)	Jacqueline Jones, M.A. Advisor, American History (History)	Faith Smith (African and Afro-American Studies/English and American Literature)
Roxanne Dávila (Romance and Comparative Literature)	Hilda Kahne (The Heller School)	Jacqueline Taylor (Philosophy)
Mary Davis (American Studies)	Jane Kamensky (History)	Judith Tsipis (Biology)
Susan Dibble (Theater Arts)	Thomas King (English and American Literature)	Sabine von Mering (German)
Sylvia Fishman, M.A. Advisor, NEJS (Near Eastern and Judaic Studies)	Alice Kelikian, M.A. Advisor, Comparative History (History)	Constance Williams (The Heller School)
Dian Fox (Romance and Comparative Literature)	Jytte Klausen (Politics)	Dessima Williams (Sociology/SID)
ChaeRan Freeze (Near Eastern and Judaic Studies)	Ann Koloski-Ostrow (Classical Studies)	Leslie Zebrowitz (Psychology)
	Sarah Lamb, M.A. Advisor, Anthropology (Anthropology)	

Requirements for the Minor

A. Successful completion of WMNS 5a, preferably by the junior year. (Under certain circumstances, WMNS 105a may fulfill this requirement).

B. Four additional semester courses chosen from the list provided below.

C. A senior research paper on an approved topic. See women's studies program coordinator for details.

Students are urged to select courses that address women's racial, ethnic, national, regional, economic, and sexual diversity.

Requirements for the Joint Degree of Master of Arts in Anthropology and Women's Studies

Students who are candidates for the joint degree of Master of Arts in anthropology and women's studies must:

A. Complete WMNS 205a, the foundational course in women's studies. Under certain circumstances an alternative course can be taken instead of WMNS 205a. See advisor and women's studies program coordinator for approval.

B. Complete ANTH 144a (The Anthropology of Gender).

C. Complete two elective graduate courses in women's studies chosen from the list of courses in the *Bulletin*, at least one of which must be from a field other than anthropology.

D. Complete ANTH 190a and ANTH 193b.

E. Complete three additional elective graduate courses in anthropology, selected with the approval of their advisor.

F. Submit an acceptable master's research paper, dealing with a topic related to anthropology and to women's studies, approved by their advisor. The paper must be evaluated by their advisor and one additional faculty member.

G. Attendance at the year-long, noncredit, Women's Studies Colloquium Series.

There is a residence requirement of one full year of course-work. There is no language requirement for the joint master's degree in anthropology and women's studies. Students interested in the joint degree program should consult with the anthropology department women's studies liaison.

Requirements for the Joint Degree of Master of Arts in English and American Literature and Women's Studies

A. ENG 200a (Methods of Literary Study).

B. WMNS 205a, the foundational course in women studies. Under certain circumstances, an alternative course may be substituted for WMNS 205a. See advisor and women's studies program coordinator for approval.

C. Five additional courses in the English department selected from 100-level courses and graduate seminars (200-level courses). At least two of these courses must be at the 200 level. One of these five courses must be listed as an elective with the Women's Studies Program.

D. One women's studies course in a department other than the English department.

E. Attendance at the year-long, noncredit, Women's Studies Colloquium Series.

F. Language requirement: A reading knowledge of a major foreign language (normally modern European or classical Greek or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

G. First-year students must present a paper at the First Year Symposium in the spring term.

H. Thesis requirement: This project must be 25 to 35 pages long. Papers written for course work, papers presented at conferences, and papers written specifically for the M.A. degree are all acceptable. The paper must engage a feminist perspective or deal with literary subjects appropriate to women's studies. The paper must satisfy the reader's standards for excellence in M.A. degree level work. Each paper will be evaluated by a reader for whom the paper was not originally written. For further information, contact the women's studies advisor in the English department.

Requirements for the Joint Degree of Master of Arts in Near Eastern and Judaic Studies and Women's Studies

Students interested in the joint two-year terminal M.A. degree program must first be admitted to the M.A. degree program in NEJS in the regular manner.

Program of Study

Courses must include a designated foundational course in women's studies, one women's studies course in NEJS, one women's studies course outside of NEJS, and the year-long, noncredit, Women's Studies Colloquium Series. The remaining courses must be jointly approved by each student's NEJS advisor and by the NEJS women's studies advisor.

Residence Requirements

Ordinarily, two years of full-time residence are required at the normal course rate of seven courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit for up to four courses, or, with prior approval of the M.A. advisor, candidates may receive transfer credit for up to four courses for study at a university abroad.

Language Requirement

All candidates are required to demonstrate proficiency in biblical or modern Hebrew or in Arabic.

Comprehensive Examination

All candidates for the Master of Arts degree are required to pass a comprehensive examination.

Thesis

In areas of NEJS that do not require an M.A. thesis, students receiving a joint M.A. degree in women's studies and NEJS must complete a research project on an issue connected to women's studies.

Research Project

This project must be at least 25 pages long, in a format suitable for submission to a specific journal or for presentation at a professional conference. It may be a revision of a paper previously completed while enrolled in the M.A. degree program at Brandeis. It must concern a topic relevant to NEJS and women's studies. The project is read by two faculty members within NEJS and by an additional member of the Women's Studies Program Committee. It must be defended before that three-person committee by the first week of May of the year in which the candidate intends to receive the degree. (Check the date with the Office of the University Registrar. It may vary with the academic calendar.) Once the project is found to be of acceptable M.A. degree quality, one copy of the project should be submitted to the women's studies office, and an additional copy should be deposited in the Brandeis Library.

Requirements for the Joint Degree of Master of Arts in Sociology and Women's Studies

Program of Study

The joint Master of Arts degree in sociology and women's studies is a one-year (12-month) program. Requirements include the completion of seven courses to be distributed as follows: the foundational course in women's studies (WMNS 205a); one graduate course outside sociology listed as an elective in women's studies; one graduate sociology course listed as an elective in women's studies; plus three other regular graduate sociology courses (one methods, one theory, and one outside the area of gender). Also required are a directed study focused on student research, year-long attendance in the Women's Studies Colloquium Series (noncredit), and submission of two substantial M.A. papers or a thesis.

Residence Requirement

One year.

Language Requirement

There is no foreign language requirement for the joint master's degree.

Requirements for the Joint Degree of Master of Arts in Conjunction with Doctoral Programs for Brandeis Ph.D. Students Only

The length of time and the number of courses required varies since programs have their own requirements for a master's degree. Each program has a women's studies advisor who works with students to develop their course of study. Students are thus able to take full advantage of the interdisciplinary nature of women's studies by designing an individualized program that cuts across several fields.

WMNS 205a Graduate Foundational Course in Women's Studies

An examination of major issues in Women's studies and feminist theory, issues that cross traditional disciplinary boundaries and open up new areas of inquiry. Conducted in a seminar format with active student participation. Students identify problems relevant to their own fields for individual or collaborative research projects.

Additional Courses

Two courses cross-listed with women's studies (one inside the student's program and one outside) and two or more additional courses that can be non-women's studies courses in the student's program.

Colloquium Series

Provides an opportunity for students to hear a wide range of feminist scholars speak about their work. Students are encouraged to participate in selecting speakers whom they wish to hear.

Thesis

The thesis must have a women's studies focus and be approved by the student's program and the Women's Studies Graduate Committee.

Additional Requirements

Students should consult the women's studies advisor from their program to ensure that all master's degree requirements in their program are satisfied.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

WMNS 5a Women in Culture and Society: A Multidisciplinary Perspective

[ss]

Enrollment limited to 50.

This introductory, interdisciplinary course explores women's experiences in the United States and other societies, focusing on the diversity of women's lives. Basic social science assumptions and new feminist perspectives are used to examine a broad range of topics, fields, and issues. Usually offered every fall.

Ms. Lanser

WMNS 92a Internship in Women's Studies: Prevention of Violence Against Women and Children

Prerequisite: WMNS 5a. Enrollment limited to 10.

This course combines fieldwork in violence prevention programs with a weekly seminar concerning violence against women and children. The seminar examines the tensions and commonalities between "family violence" and "feminist" approaches, with an emphasis on feminist scholarship. Usually offered every fall.

Ms. Hunter

WMNS 98a Independent Study

Signature of the instructor required.

Independent readings, research, and writing on a subject of the student's interest under the direction of a faculty advisor. Usually offered every year.

Staff

WMNS 98b Independent Study

See WMNS 98a for special notes and course description. Usually offered every year.

Staff

WMNS 99a Senior Research Project

Signature of the instructor required.

Independent research and writing under faculty direction, for the purpose of completion of the women's studies senior research project. Completion of the senior project is required to complete the women's studies minor. Usually offered every year.

Staff

WMNS 99b Senior Research

See WMNS 99a for special notes and course description. Usually offered every year.

Staff

(100-199) For Both Undergraduate and Graduate Students

WMNS 105a Feminism for the Year 2000 and Beyond

[ss]

Prerequisite: WMNS 5a or another WMNS course. Signature of the instructor required. Topics for discussion include, but are not limited to, the politics of gender and culture; essentialism and anti-essentialism; interconnections and disconnections between racism and sexism; motherhood, career, and the time bind; and the current backlash against feminism. Usually offered every year.

Staff

WMNS 106b Women in the Health Care System

[ss]

Enrollment limited to 20.

Explores the position and roles of women in the U.S. health care system and how it defines and meets women's health needs. The implications for health care providers, health care management, and health policy are discussed. Usually offered every year.
Ms. Arndt

WMNS 195b The Woman's Voice in the Muslim World

(formerly NEJS 195b)

[nw hum]

This course may not be repeated for credit by students who have taken NEJS 195b in previous years.

Study of the writings of women and the writings expressing the woman's voice, starting with pre-Islamic lamentation poetry and extending all the way to modern literature. There will be special focus on literary genres in which women's viewpoints and traditions are articulated. Usually offered every second year.
Ms. Davidson

(200 and above) Primarily for Graduate Students**WMNS 205a Graduate Foundational Course in Women's Studies**

An interdisciplinary course offered through the Women's Studies Program. Includes presentation of feminist material in various fields. Specific themes vary from year to year.
Staff

WMNS 299a Directed Readings in Women's Studies

Usually offered every year.
Staff

WMNS 299b Directed Readings in Women's Studies

Usually offered every year.
Staff

Elective Courses

The following courses are approved for the program. Not all are given in any one year. Please consult the *Course Schedule* each semester.

AAAS 133b

The Literature of the Caribbean

AMST 102a

Women, the Environment, and Social Justice

AMST 118a

Gender and the Professions

AMST 121a

The American Jewish Woman: 1890-1990s

AMST 123b

Women in American History: 1865 to the Present

AMST 124b

American Love and Marriage

AMST 139b

Reporting on Gender, Race, and Culture

ANTH 127a

Medicine, Body, and Culture

ANTH 141b

Engendering Archaeology: Exploring Women's and Men's Lives in the Past

ANTH 144a

The Anthropology of Gender

ANTH 145a

Anthropology of the Body

ANTH 151b

Folk Religion and Women's Lives

BIOL 160b

Human Reproductive and Developmental Biology

BISC 2a

Human Reproduction, Population Explosion, Global Consequences

CLAS 145b

Topics in Greek and Roman Art and Archaeology

COML 160b

Narrative in Literature and Film

COML 195a

Feminism and Film

COML 198a

Feminist Texts, Feminist Theory

ENG 46a

Nineteenth-Century American Women Writers

ENG 114b

Gender and the Rise of the Novel in England and France

ENG 131b

Feminist Theory

ENG 134a

The Woman of Letters, 1600-1800

ENG 144b

The Body as Text: Castiglione to Locke

ENG 151a

Lesbian and Gay Studies: Desire, Identity, and Representation

ENG 157b

American Women Poets

ENG 230b

Feminist Theory

ENG 234a

Feminist Criticism and Women's Writing, 1660-1800

ENG 240a

Sex and Culture

FA 19b

Lives of the Artists

FA 61b

Inventing Tradition: Women as Artists, Women as Art

FA 173a

Georgia O'Keeffe and Stieglitz Circle

FREN 190b

Advanced Seminar

GECS 150a

From Rapunzel to Riefenstahl: Real and Imaginary Women in German Culture

HIST 55b

The History of the Family

HIST 153a

Americans at Home: Families and Domestic Environment, 1600 to the Present

HIST 154b

Women in American History: A Survey, 1600-1865

HIST 173b

Latin American Women: Historical Perspectives

HIST 187a

Problems in American Women's History

HS 319a

Work and Individual and Social Development

HS 515a

Race, Ethnicity, and Gender in Health Care

HS 527b

Law and Society: Gender Equality

HS 540b

Families, Work, and the Changing Economy

HS 549a

Family Policy

LGLS 120a

Sex Discrimination and the Law

LGLS 126b

Marriage, Divorce, and Parenthood

- LGLS 127b**
Law and Letters in American Culture
- MUS 58b**
Construction of Gender in Opera
- MUS 150a**
Women and Music, Past and Present: Style, Identity, Culture
- MUS 222a**
Singing Bodies in Early Modern Europe
- NEJS 115b**
Women and the Bible
- NEJS 129b**
Jewish Women in Eastern Europe: Tradition and Transformation
- NEJS 135b**
Men and Women in Modern Hebrew and Yiddish Literature
- NEJS 148b**
Lesbian, Gay, and Bisexual Jews and Christians: Sources and Interpretations
- NEJS 153b**
History of Jewish and Christian Women in the Roman Empire
- NEJS 154b**
Image, Role, and the Status of Women in Jewish Law and Tradition
- NEJS 172a**
Women in American Jewish Literature
- NEJS 174b**
Changing Roles of Women in American Jewish Societies
- NEJS 176a**
Seminar in American Jewish Fiction: Philip Roth and Cynthia Ozick
- NEJS 196a**
Marriage, Divorce, and Sexual Ethics in Islamic Law
- NEJS 237b**
Gender and Jewish Studies
- PHIL 28a**
Western Philosophical Tradition: Feminist Perspectives
- PHIL 121a**
Politics, Philosophy, and the Legal Regulation of Sexuality
- POL 125a**
Women in American Politics
- POL 159a**
Seminar: The Politics of the Modern Welfare State: Women, Workers, and Social Citizenship
- PSYC 160b**
Seminar on Sex Differences
- RECS 137a**
Women in Russian Literature
- SOC 105a**
Feminist Critiques of American Society
- SOC 112a**
Topics on Women and Development
- SOC 117a**
Sociology of Work
- SOC 130a**
Families
- SOC 131b**
Women's Biography and Society
- SOC 134a**
Women and Intellectual Work
- SOC 138b**
Seminar: Gender and the Life Course
- SOC 169b**
Issues in Sexuality
- SOC 171a**
Women Leaders and Transformation in Developing Countries
- SOC 206b**
Advanced Topics in Family Studies
- SOC 207a**
Feminist Theory
- SPAN 125b**
Literary Women in Early Modern Spain
- SPAN 164b**
Studies in Latin American Literature
- SPAN 168b**
Latin America through the Eyes of Women
- SPAN 192a**
Women's Fiction in Translation

Yiddish

Faculty

See Near Eastern and Judaic Studies.

Courses of Instruction

YDSH 10a Beginning Yiddish

Enrollment limited to 20. Meets for four class hours per week.

The first of a four-semester sequence, this course introduces basic Yiddish grammar. Students also develop reading, writing, and conversational skills. Yiddish songs, poetry, and folklore are incorporated throughout. Usually offered every year.

Ms. Kellman

YDSH 20b Continuing Yiddish

Prerequisite: YDSH 10a or permission of the instructor. Enrollment limited to 20. Meets for four class hours per week.

Continues the study of grammar begun in YDSH 10a. Writing and speaking skills receive more emphasis than in the previous course, and students begin to build vocabulary and reading skills that will enable them to approach more complex texts. The history and culture of Eastern European Jewry is studied through Yiddish songs, films, and literature. Usually offered every year.

Ms. Kellman

YDSH 30a Intermediate Yiddish

[fl]

Prerequisite: YDSH 20b or permission of the instructor. Meets for four class hours per week.

Third in a four-semester sequence. Students continue to develop reading skills as they sample texts from Yiddish prose fiction, folklore, and memoir literature. Grammatical instruction is more contextualized than in the previous courses. Speaking and writing skills are strongly emphasized. Usually offered every year.

Ms. Kellman

YDSH 40b Advanced Intermediate Yiddish [hum]

Prerequisite: YDSH 30a or permission of the instructor. Meets for four class hours per week.

The fourth in a four-semester sequence, this course is a continuation of YDSH 30a. Students discuss assigned texts in Yiddish. Written assignments emphasize the development of fluency and grammatical accuracy. Usually offered every year.

Ms. Kellman

General University Requirements

Objectives

The general requirements for students who entered Brandeis in the fall of 2000 and thereafter incorporate a variety of interconnected elements to build a strong, general education foundation. The fundamental goals of the program are to improve students' abilities to integrate knowledge from different fields; to provide opportunities for the acquisition and development of writing, linguistic, and quantitative skills; to introduce flexibility in the scheduling of degree requirements throughout the undergraduate career; and to expand students' opportunities to interact with faculty in small class settings in the first year of instruction.

General University Requirements

The basic outline of the requirements for students who entered Brandeis in the fall of 2000 and thereafter is as follows:

A. University Seminar in Humanistic Inquiries

All students in their first year will complete one semester course from the USEM program; this course may or may not be designated as a USEM+W course (see University Writing below).

B. University Writing

All students will complete one of the following options:

Option I: One University Seminar in Humanistic Inquiries Plus Writing (USEM+W) taken in the first year, plus two writing intensive courses.

Option II: One University Writing Seminar (UWS) taken in the first year, plus one writing intensive course, in addition to a University Seminar in Humanistic Inquiries (also taken in the first year).

Students normally complete the writing intensive component of the writing requirement in their second or third year. Courses numbered in the 90s may not satisfy the writing intensive designation.

C. Quantitative Reasoning

All students will take one course that is designated as meeting the quantitative reasoning requirement.

D. Foreign Language

The foreign language requirement is met by successful completion of a third semester course (normally numbered in the 30s) in the introductory language sequence. No more than one course (and never the final one) in the sequence may be taken on the pass-fail grading option.

E. Non-Western and Comparative Studies

Students will complete one semester course designated as meeting the requirement in non-Western and comparative studies.

F. School Distribution

Students will complete one semester course in each of the four schools of the University: Creative Arts, Humanities, Science, and Social Science. In general, "double counting" is encouraged; most students will satisfy the school distribution requirement in the context of others, e.g., in satisfying the requirements of a major, a minor, or a program. Between and among general University requirements, the only limitations on double counting are as follows: University Seminars in Humanistic Inquiries are interdisciplinary in character and have membership in no specific school of the University. The three-course foreign language sequence may not be applied toward the humanities component of this requirement. No single course in a student's program may satisfy the quantitative reasoning requirement and the science component of this requirement. No courses numbered in the 90s may apply toward this component. Finally, a single course may be used toward school distribution in only one school.

The pages that follow contain additional information (including course lists) for the non-Western and comparative studies, quantitative reasoning, University seminar, and writing requirements.

Non-Western and Comparative Studies

Objectives

The non-Western and comparative studies requirement encourages students to explore through various disciplines cultures beyond the Western tradition. The common goal of courses in the program is to acquaint students with worldviews, indigenous intellectual traditions, and social institutions that have developed largely outside the traditions of European society and its North American

transplants. By examining some particular culture, society, or region of the non-Western world (such as those of Africa, Asia, the Middle East, Latin America, and Oceania) or by systematically comparing a range of values and institutions across cultural boundaries, students are expected to broaden their understanding of human achievements and potentialities beyond their own heritage. The program includes the comparative analysis of cultures and their interactions and draws attention to the intellectual problems inherent in the study of cultural systems other than one's own.

Courses of Instruction

African and Afro-American Studies

- AAAS 18b**
Africa and the West
- AAAS 60a**
Economics of Third World Hunger
- AAAS 80a**
Economy and Society in Africa
- AAAS 85a**
Survey of Southern African History
- AAAS 115a**
Introduction to African History
- AAAS 123a**
Third World Ideologies
- AAAS 126b**
Political Economy of the Third World
- AAAS 132b**
Introduction to African Literature
- AAAS 133b**
The Literature of the Caribbean
- AAAS 134b**
Novel and Film of the African Diaspora
- AAAS 147b**
Women in African Societies
- AAAS 158a**
Theories of Development and Underdevelopment
- AAAS 164a**
Changing Institutions of Contemporary Africa
- AAAS 167a**
African and Caribbean Comparative Political Systems
- AAAS 175a**
Comparative Politics of North Africa

Anthropology

- ANTH 1a**
Introduction to the Comparative Study of Human Societies
- ANTH 20b**
The Development of Human Food Production
- ANTH 55a**
Models of Development: Third World
- ANTH 62a**
Non-Western Musical Traditions
- ANTH 80a**
World Religions
- ANTH 84b**
Cross-Cultural Art and Aesthetics
- ANTH 105a**
Symbol, Myth, and Ritual
- ANTH 127a**
Medicine, Body, and Culture
- ANTH 133a**
Tradition and the Contemporary Experience in Sub-Saharan Africa
- ANTH 134a**
South Asia: Tradition and the Contemporary Experience
- ANTH 135b**
Modern South Asia: Society and Politics
- ANTH 144a**
The Anthropology of Gender
- ANTH 147b**
The Rise of Mesoamerican Civilization
- ANTH 153a**
Writing Systems and Scribal Traditions
- ANTH 156a**
Power and Violence: The Anthropology of Political Systems
- ANTH 163b**
Economic Anthropology: Production and Distribution

East Asian Studies

- EAS 125a**
Japanese Literature from the Seventeenth-Century to the Present: From the Floating World to Murakami Haruki

Economics

- ECON 26a**
(formerly ECON 25a)
Latin America's Economy
- ECON 122b**
Economics of the Middle East
- ECON 165a**
The Economy of China

English and American Literature

- ENG 17b**
African Novel
- ENG 177b**
Literatures of Global English

Fine Arts

- FA 12a**
History of Asian Art
- FA 13b**
Buddhist Art
- FA 15b**
Arts of the Ming Dynasty
- FA 181b**
The Art of Japan
- FA 182a**
The Art of China
- FA 184a**
Studies in Asian Art

French Language and Literature
FREN 165b

Topics in Francophone Literatures

History
HIST 71a

Latin American History, Pre-Conquest to 1870

HIST 71b

Latin American History, 1870 to the Present

HIST 80a

Introduction to East Asian Civilization

HIST 80b

East Asia in the Nineteenth and Twentieth Centuries

HIST 148b

Central Asia in Modern Times

HIST 173b

Latin American Women: Historical Perspectives

HIST 174a

U.S.-Caribbean Relations, 1898 to the Present

HIST 175a

Modern Mexico

HIST 176a

The Emergence of Modern Japan

HIST 180a

Modernities and Postcolonialities

HIST 181a

Seminar on Traditional Chinese Thought

Islamic and Middle Eastern Studies
IMES 104a

Islam: Civilization and Institutions

Legal Studies Program
LGLS 124b

International Law and Development

Near Eastern and Judaic Studies
NEJS 105a

Music in the Bible and the Ancient Near East

NEJS 109a

Ancient Near Eastern History and Culture I

NEJS 110a

Introduction to the Qur'an

NEJS 113b

Near Eastern Law: Source, Sense, and Society

NEJS 142b

Dealing with Evil in Ancient Babylon and Beyond: Magic and Witchcraft in Antiquity

NEJS 143b

Shi'ism and Political Protest in the Middle East

NEJS 144a

Jews in the World of Islam

NEJS 145b

The Making of the Modern Middle East

NEJS 146b

The Destruction of the Ottoman Empire, 1800-1923

NEJS 147a

The Rise and Decline of the Ottoman Empire, 1300-1800

NEJS 148a

Radical Islam

NEJS 156b

Ancient Near Eastern Religion and Mythology

NEJS 197a

Issues in Contemporary Arab Social and Political Thought

NEJS 197b

Political Cultures of the Middle East

Philosophy
PHIL 119b

Chinese Philosophy

Politics
POL 128a

The Politics of Revolution: State Violence and Popular Insurgency in the Third World

POL 133a

Japanese Political Economy

POL 134b

Japan and the World

POL 140a

Politics of Africa

POL 144a

Latin American Politics I

POL 144b

Latin American Politics II

POL 146b

Revolutions in the Third World

POL 147a

The Government and Politics of China

POL 147b

Seminar: The Modern Chinese Revolution

POL 148a

Seminar: Contemporary Chinese Politics

POL 150a

Politics of Southeast Asia

POL 151b

Seminar: Nationalism and Development

POL 179a

Seminar: Politics and Hunger

POL 180b

Sustaining Development

Religious Studies Program
REL 107a

Approaches to Religious Studies

Sociology
SOC 107a

Global Apartheid and Global Social Movements

SOC 125b

U.S.-Caribbean Relations

SOC 171a

Women Leaders and Transformation in Developing Countries

Spanish Language and Literature
SPAN 111b

Introduction to Latin American Literature

SPAN 163a

Modern Latin American Fiction: The "Boom" and Beyond

SPAN 164b

Studies in Latin American Literature

SPAN 190b

Latin American Fiction in Translation

SPAN 192a

Contemporary Hispanic Women's Fiction in Translation

Women's Studies Program
WMNS 195b

The Woman's Voice in the Muslim World

Quantitative Reasoning

Objectives

The quantitative reasoning requirement has been established to develop students' abilities to collect, summarize, and analyze numerical data; to make abstract concepts operational; and to think critically about the accuracy and soundness of conclusions based on data or on mathematical models. Quantitative reasoning courses usually embed methodological training in their subject matter. These courses vary widely in the skills that are emphasized, but they usually include one or more of the following:

A. Learning to read, construct, interpret, and evaluate tables, graphs, and charts.

B. Developing quantitative measures of physical, behavioral, or social phenomena.

C. Using mathematical models to express causal relationships and to explore the implications of changed assumptions or proposed solutions to problems in the physical or social world.

D. Collecting and organizing numerical data from archives, surveys, lab experiments, or other sources.

E. Testing hypotheses, using experimental or statistical controls.

F. Assessing the limitations of research, such as the reliability and validity of measures, adequacy of experimental design, sample size and quality, and alternative hypotheses and interpretations.

Each Brandeis undergraduate is required to take one course from the approved list of quantitative reasoning courses. This list may change, so students should consult the most recent list of approved courses in the *Course Schedule* to assure that they will receive requirement credit. (Naturally, students will not be denied credit retroactively if a course taken to fulfill the requirement is later dropped from the list.)

Courses with an asterisk (*) satisfy the quantitative reasoning requirement only when they are taken with the corresponding lab.

Courses of Instruction

Anthropology

ANTH 110a
Introduction to Human Evolution

Biochemistry

BCHM 100a
Introductory Biochemistry

Biology

BIOL 22a* (formerly **BIBC 22a***)
Genetics and Molecular Biology

Chemistry

CHSC 3a
The Planet as an Organism: Gaia Theory and the Human Prospect

CHSC 5a
The Magnitude of Things and How on Earth They Matter

CHSC 6a
Forensic Science: Col. Mustard, Candlestick, Billiard Room

CHSC 8b
Chemistry and Art

CHEM 10a
Basic Chemistry

CHEM 10b
Basic Chemistry

CHEM 11a
General Chemistry: Principles of Material Evolution

CHEM 11b
General Chemistry: Principles of Material Evolution

CHEM 15a
Honors General Chemistry, Lectures

CHEM 15b
Honors General Chemistry, Lectures

CHEM 150b
Special Topics in Chemistry

Computer Science

COSI 21a*
Data Structures and the Fundamentals of Computing

COSI 21b*
Structure and Interpretation of Computer Programs

Economics

ECON 2a
Introduction to Economics

ECON 83a
Statistics for Economic Analysis

ECON 135a
Industrial Organization

ECON 184b
Econometrics

History

HIST 127b
Household and Family in Late Medieval and Early Modern Europe (1300-1800)

Legal Studies

LCLS 138b
Science on Trial

Mathematics

MATH 8a
Introduction to Probability and Statistics

MATH 36a
Probability

MATH 36b
Mathematical Statistics

Near Eastern and Judaic Studies

NEJS 170b
Analyzing the American Jewish Community

Physics

PHSC 2b
Introductory Astronomy

PHSC 4a
Science and Development

PHSC 7b
Technology and the Management of Public Risk

PHSC 9b Introduction to Physics	Psychology	SOC 181a Quantitative Methods of Social Inquiry
PHYS 10a Physics for the Life Sciences I	PSYC 51a Statistics	SOC 183a Evaluation of Evidence in Quantitative Research
PHYS 10b Physics for the Life Sciences II	PSYC 152a Experimental Psychology	SOC 190b On the Caring of the Medical Care System
PHYS 11a Basic Physics I	Sociology	
PHYS 11b Basic Physics II	SOC 106a Issues in Law and Society	
	SOC 115a Class Structure and Consciousness	

University Seminars in Humanistic Inquiries

Objectives

The University Seminars in Humanistic Inquiries (USEM) are special courses specifically designed for first-year students and intended as a foundation for their studies at Brandeis. The primary objective is to offer a small seminar environment where students, under the close guidance of faculty, can engage major texts from ancient times to the present. The topics and texts of the seminars are extremely broad-ranging and come from every school of the University; such diversity allows students and faculty to focus on subjects in which they have a particular interest. The seminars are also quite consciously interdisciplinary: although taught by faculty from regular departments, the seminars seek to transcend traditional disciplinary boundaries and to address important problems from a much broader perspective. That approach is indeed integral to the mission of humanistic inquiry, which seeks to address fundamental and enduring questions of human existence.

The seminars are also skill-oriented. At one level, they seek to develop writing and analytical skills; seminar discussions, under faculty guidance, will help students to formulate key questions and to construct a critical analysis of the author's assumptions, evidence, and argumentation.

University Seminars that are designated as "USEM+W" (e.g. USEM 90a+W) may be used to satisfy Option I of the first year writing requirement. These courses provide an additional hour of writing instruction per week and periodic individual tutorials under the guidance of a trained teaching assistant. This targeted writing instruction should appeal particularly to students who wish to sharpen the writing skills required for academic work at the University, as well as for their later professional careers.

Courses of Instruction

USEM 1b Jewish Literatures in Eastern Europe

Enrollment limited to 17.

The emergence of a modern literary consciousness was one of the results of the breakup of traditional Jewish society. We examine some of the leading Jewish writers in Eastern Europe who wrote in Hebrew, Yiddish, Polish, or Russian.

Mr. Polonsky

USEM 2b+W Body Languages

Enrollment limited to 17.

When Madonna asks, "Do you know what it feels like for a girl in the world?" she appeals to the notion that the male body represents the standard human form and experience. But does it? Students examine how the image of the female body in Western literature, art, film, and music has been used in a variety of situations to express a number of ideas, from deference to difference.

Ms. Harder

USEM 3b Color—Art and Science

Enrollment limited to 17.

How do we experience and express color in our own lives and in the natural world, and in painting, literature, music, and language? How do we see, perceive, and describe color? How is this evolving? And is our human experience unique?

Mr. Henchman

USEM 4b Becoming an Educated Person

Enrollment limited to 17.

We read texts about education from a variety of cultures, eras, and individuals in an attempt to help students reflect upon the central issues of their experience at Brandeis. Questions we ask include: How do we learn? What do we learn? Why? Who teaches us? What is the role of writing and the printed word in different educational traditions? Is the purpose of education to transmit or to change culture, or both? Students are asked to define their own educational goals for college and beyond within the context of writings from Plato to Dewey, and from Australia to Senegal.

Ms. Hale

USEM 5b Conceptions of the "Good Life"*Enrollment limited to 17.*

Explores competing conceptions of the "good life" and of moral right and how these conceptions vary within different cultural periods in history; it also explores standards for what is good and for justifying claims that one way of life is better than another. Included are conceptions of the "good life" as pleasure (Epicurus), as virtuous activity (Aristotle), as renunciation, as reason (Kant), as utilitarianism (J.S. Mill), as self-assertion (Nietzsche), as faith (Kierkegaard), as aesthetics, and as spirituality.

Ms. Hayim

USEM 6a+W Anatomy and Gender from Antiquity to Modern Times

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Traces changing perceptions of the body and sexual difference from the ancients to Freud and Foucault. Examines relations between men and women, notions of gender and sexualities, and the social construction of decent and indecent behavior in Western culture.

Ms. Kelikian

USEM 7a The Twentieth-Century Political Novel*Enrollment limited to 17.*

Novelists have illumined the ethical complexity and the ideological pressures entangled in political choices. Such texts can also be read as showing how political acts are heightened versions of the tragic limitations embedded in social experience.

Mr. Whitfield

USEM 7b+W The Concept of Time

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Explores the changing concept of time from human and scientific points of view. Topics include ancient and medieval view of time, the Newtonian concept of universal time, and changes brought by relativity and quantum mechanics.

Mr. Bensinger

USEM 8a Textual Transformations*Enrollment limited to 17.*

Examines how literature responds, internally and externally, to the challenge that change poses for the individual and society. Metamorphosis, the transformation of one object into another, is the primary focus within each text studied, but considerable time is also spent in determining how each text relates to the others with which it shares characters, plots, and themes. As we read multiple versions of a few particular stories, only students with a tolerance for repetition and an appreciation for variation should consider enrolling.

Ms. Walker

USEM 8b Ancient Lives*Enrollment limited to 17.*

The lives of others hold for us a compelling fascination, perhaps because others seemed to have solved the problems of identity, of separation from and integration with society and of shaping life into a coherent whole. The readings in this course focus on sharply depicted characters with the dual purpose of understanding how the techniques of literature inform their subject and of learning what ancient authors valued in humanity.

Ms. Walker

USEM 9a+W The Wandering Hero in Ancient Literature

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Focuses on the *Epic of Gilgamesh*. We examine such issues as friendship, social responsibility, the meaning of life, mortality and immortality, the difference between the human and divine. We also read texts from Mesopotamia, Greece, Israel, and Canaan, which intersect literally and thematically with the epic, such as: *The Odyssey*, *Genesis*, *Aqhat*, *Ecclesiastes*, and selected Sumerian narratives.

Mr. Abusch

USEM 10b Reading, Writing, and Arithmetic*Enrollment limited to 17.*

Explores the role of mathematics and mathematicians through works of biography, philosophy, popular science, drama, and fiction.

Mr. Diamond

USEM 11a Risk: What Is It and How Do We Deal With It?*Enrollment limited to 17.*

Risk has been an important feature of our lives for thousands of years. However analyzing risk in a formal way has been an exercise of the last few hundred years - with most of that limited to the last 50. What is "risk" and how has our understanding changed over the centuries? How are the decisions of individuals, groups, and societies altered in risky circumstances? We look at elementary probability, statistics and decision models, puzzles, and real world applications.

Mr. Dolbear

USEM 11b Exchange*Enrollment limited to 17.*

Explores the concept of "exchange", and the different types of exchange encountered in daily life and throughout history—Adam and Eve, Native Americans and early settlers, knowledge, drugs, global exchange, bribery, the stock exchange, free speech, Napster, pollution, trading, and more.

Mr. Erbil

USEM 12a+W An American Tragedy: The Wartime Internment of Japanese Americans*Enrollment limited to 17.*

How are we to understand the United State's unconstitutional internment of over 110,000 Japanese Americans in concentration camps after Pearl Harbor? A story that we explore through novels, films, memoirs, poetry, and visual art on the subject.

Ms. Harth

USEM 13a+W America in Black and White: A History of Race in the Workplace.*Enrollment limited to 17.*

Examines the relations between whites and African Americans from the earliest colonial settlements to late 20th-century postindustrial society. Special attention is paid to the encounters between black and white women and men in the work place. Texts include autobiographies, novels, and essays, as well as legal statutes, labor contracts, court cases, and government reports.

Ms. Jones

USEM 14a Imagining the Other: Encounters in North America from Columbus to the Revolution*Enrollment limited to 17.*

Using North America after Columbus as a case study, we examine the problems of understanding and representing people across cultural frontiers. Focuses on the various ways authors have explored and defined boundaries of race, ethnicity, and gender.

Ms. Kamensky

USEM 15a+W Journeys to Enlightenment

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Literature often symbolizes the meaning of existence as a journey from error to truth, from affliction to freedom and enlightenment. Works by Dante, Rabelais, Shakespeare, Blake, Baudelaire, Hesse, and Hurston illustrate visions of human existence that have been entertained from the Middle Ages to the present.

Mr. Kaplan

USEM 16a The Art of Scientific Investigation*Enrollment limited to 17.*

Explores the scope and methods of science. Is scientific investigation art or craft or methodology? The importance of identifying "right" problems. The role of hypothesis, imagination, intuition, and serendipity. The feeling for order behind natural phenomena. Research strategies. Planning and carrying out experiments. "Chance favors the prepared mind." Observation, reason, and error. The scientific temperament. Examples of classic and romantic scientists. Illustrated with examples of great discoveries. Reading: Selected writing of scientists.

Mr. Lowenstein

USEM 16b Science and Western Culture*Enrollment limited to 17.*

The development of science since the 16th century has had a significant influence on Western culture, and Western culture has had a crucial influence on the development of science. We analyze these influences from both perspectives.

Mr. Pendleton

USEM 18a+W Understanding Evil and Human Destiny

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Designed to introduce students to some of the Western classics that deal with the impact of evil on human destiny. Suffering, justice, and death is studied in their relationship with God, the world, and history.

Mr. Kimelman

USEM 19a The Hungry Soul: Eating and the Perfection of our Nature*Enrollment limited to 17.*

Eating is a necessity, yet we are forbidden to eat other human beings. Does this mean biology must admit something "immaterial," like a soul? What is the relationship between *bio*-logy and *onto*-logy, (Aristotle) the study of "being-qua-being"?

Mr. Yourgrau

USEM 20a How Do You Know What You "Know"?*Enrollment limited to 17.*

I am fascinated by what we "know," but more so by how we know it to be true. We begin with the controversy of creation science versus evolution, two competing "truths." This controversy is all the more interesting because evolution is perceived as confronting religion. How did and do people react? We look at attempts to reconcile the two "truths" and to use the courts to force the issue. We end with what "truth" means.

Mr. DeRosier

USEM 20b Art and the Asian City: Tokyo, Shanghai, Hong Kong*Enrollment limited to 17.*

Studies the evolution of the urban environment in three modern Asian cities and its impact on the visual arts. Examines the city as the financial and cultural hub of the nation, as well as the site of clashing cultural identities, personal anxieties, and civic crises.

Ms. Wong

USEM 21b Language and Identity*Enrollment limited to 17.*

Explores how who we are is reflected in the language we use and examines the ways in which language influences our perception of ourselves. Topics include the role of metaphor in the expression of identity, issues related to bilingualism, cultural identity, gender, and language.

Ms. Chevalier

USEM 22a+W Right and Left in Europe from 1900 to the Present

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Reviews the main political families of 20th-century Europe and their 19th-century ancestries. Using original texts, novels, and documentaries to examine the ideas and followers of each movement, it introduces the participants to analytical tools as well as to modern history.

Mr. Jankowski

USEM 23a Opera as Drama*Enrollment limited to 17.*

Explores the literary, theatrical, and musical dimensions of opera. The course may be organized in one of several ways, e.g., by historical period, by thematic considerations, by composer or group of composers, by librettist or librettists, or by literary sources.

Mr. Keiler

USEM 24a Greeks Bearing Gifts*Enrollment limited to 17.*

Offers a metaphorical journey through several major literary works of the ancient Greeks to discover their artistic and philosophical contributions to Western thought. We focus on humanity, morality, and the enduring significance of these texts for our own moral consciousness.

Ms. Koloski-Ostrow

USEM 25a+W Reading Between the Lines: Freedom of Conscience and Persecution

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Traces different cases of intellectual expression exercised under illiberal conditions of censorship and persecutions. Organized chronologically, beginning with Plato's account of his teacher's execution under Athenian democracy, and closing with 20th century reassessments of the freedoms of conscience and expression.

Mr. Sheppard

USEM 26a Property in the Information Age*Enrollment limited to 17.*

Examines the history and future of such concepts as copyrights, copyrights, patents, licensing, public domain, fair-use, interfaces, caching, framing, work-for-hire, joint tenancy, digital cash, software freedom, upgrades, wares, electronic read-once books and DIVX movies, in a collective effort to understand what, exactly, is the information age doing to the core human idea of property.

Mr. Pollack

USEM 26b Everyday Activity*Enrollment limited to 17.*

Examines various frameworks for describing everyday activity. "Everyday activity" refers to such common behaviors as riding a subway, attending a movie, buying groceries, playing a CD, doing the laundry, and carrying on a conversation. Focuses on models of skill acquisition and problem-solving, the nature of activity and planning, and the role of culture in everyday activity.

Mr. Alterman

USEM 27b Coming into One's Own: Sources of the Self in Modern Literature*Enrollment limited to 17.*

With the collapse of the old imagery of hierarchy and harmony, individuals who have been cut loose from their social moorings require new images and symbols in order to orient themselves in the world. Explores problems of acting in a world where the outward signs denoting inner life are no longer believed to be adequate and where definite limits and fixed principles are missing.

Mr. Teuber

USEM 28b Exploring the Boundaries of Identity: Family, Society, and the Construction of Selfhood*Enrollment limited to 17.*

Examines the family as an "embattled paradise": a site for the expression of love and power. Relationships between family members (parent and child, husband and wife, siblings) are examined historically and across the life cycle. Intersections between family and society in fostering and constraining autonomy are highlighted.

Ms. Antler

USEM 29a+W The Jewish Family: Past and Present

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Examines the transformation of the Jewish family in four different settings (Europe, America, North Africa, and the Middle East) from medieval to modern times, focusing primarily on the internal dynamics of family life and interaction with majority cultures.

Ms. Freeze

USEM 30b Development of Play, Art, and Creativity*Enrollment limited to 17.*

Gives students a sense of how psychological theory and research can help them understand creativity in art. The students are encouraged to analyze and to integrate principles of human development and intrinsic motivation toward an understanding of how artistic creativity develops. Some classic writings regarding the theories and functions of play, intrinsic motivation, and the development of art are included, as well as writings on artistic creativity.

Mr. Watson

USEM 31b Religion and Society in the Modern Middle East*Enrollment limited to 17.*

Examines the relation between Islam and society in the Modern Middle East through reading and discussion of the writings of prominent Muslim thinkers and leaders. The focus is on Islam's reaction to modernity and on some social, economic, and political issues facing Islamic societies in our times.

Messrs. Levy or Nakash

USEM 32a Images of War in the Twentieth Century*Enrollment limited to 17.*

War is what young boys glamorize, old men remember, poets celebrate, governments rally around, women cry about, and soldiers die in. The class investigates war and the vision of war at the front and on the homefront by looking at oral testimony, contemporary journalism, poetry and novels, still photography, cartoons, painting, sculpture, architecture, film, and music.

Ms. Moeller

USEM 32b+W Crime and Punishment in History

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Examines how America and other Western political communities have defined, represented, and punished crime. Discusses diverse texts—speeches, court cases, memoirs, novels and films—to develop a critical historical perspective on such concepts as evil, responsibility, and justice.

Mr. Willrich

USEM 33b Revisioning the Classics: Then and Now

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Participants read works from the canon of Western civilization and then analyze how these works have been rewritten artistically and reinterpreted theoretically from a 20th-century perspective. It is hoped that, by listening to the dialogue that takes place across the centuries between major texts, students come to a deeper understanding of some of the political, social, and philosophical ideas that have shaped contemporary thought.

Ms. Ratner

USEM 34a Agrarian Ideal and Rural Reality in America*Enrollment limited to 17.*

Once, the American farmer embodied economic and political independence. A pastoral impulse persists among urban people. For the last two centuries, however, economic competition and suburban sprawl have undercut country life. Are healthy family farms and attractive rural landscapes mythical, doomed, or an enduring American dream?

Mr. Donahue

USEM 35b Cultural Conflicts Generated by Scientific Milestones*Enrollment limited to 17.*

Scientific milestones have generated major controversies throughout history. Delves into conflicts generated by Galileo's dethroning of the earth, Darwinian evolution, the development of nuclear bomb power and the potential uses of the genome project and animal cloning.

Ms. White

USEM 36b Drama and Social Issues*Enrollment limited to 17.*

What are the values and purposes of drama? We explore what drama can tell us about violence and sexuality, about political relationships, and about ourselves, through plays by writers from Sophocles to Calderón to Dorfman.

Ms. Fox

USEM 37a Myth and Prejudice: Social Attitudes about Language*Enrollment limited to 17.*

As Henry Higgins and Eliza Doolittle knew well, the minute we speak, we are judged and categorized as to our social class, competence, and even intelligence. We examine the sources of some prevalent beliefs about language and ask whether the value judgments that many of us make on the basis of those beliefs stem from valid assumptions about language or from destructive myths that perpetuate prejudice.

Ms. Maling

USEM 37b Creation*Enrollment limited to 17.*

Examines works of art from diverse cultures that reveal mythologies and legends of creation of the planet Earth and of the species *Homo sapiens*. Then considers works of art that aid us in envisioning the act of creativity within an individual's accomplishments.

Ms. Scott

USEM 38b Beyond Reality: Utopias and Dystopias*Enrollment limited to 17.*

Throughout Western history, utopian writing has served as a powerful means of criticizing existing societies. Explores these critiques by considering issues such as the relationship between urbanism and utopia, the idea of the "noble savage," utopian reactions to the industrial revolution, and sexual alterity as imagined in various works.

Mr. Febles

USEM 39a On the Road from Homer to Ridley Scott*Enrollment limited to 17.*

The voyage has always played an important role in European and American literature and culture. Analyzes the theme of the voyage as it occurs in written works and in films, pondering questions about why the trip is made and what the "road" in the trip means. Why, for example, does Odysseus in Homer's *Odyssey* embark on his trip? Or why do the title characters in Ridley Scott's film *Thelma and Louise* set off on theirs?

Mr. Randall

USEM 40a The Future of the Book*Enrollment limited to 17.*

Is there a future for the book? Will the Internet destroy printing as we know it? Popular wisdom now claims that linear narrative is yielding to hypertext, and that books will give way to comic-book screenshots and virtual picto-novellas. This seminar suggests otherwise. We study the history of the book and the social and linguistic transformations accompanying print in society. We trace these revolutions, giving the student a greater understanding of how digital technologies create possibilities and their social and cultural consequences.

Mr. Pustejovsky

USEM 40b The Origins of Language*Enrollment limited to 17.*

Where does language come from? We look at the origin and evolution of linguistic abilities in humans. Students consider evidence from psychology, linguistic theory, the cognitive neurosciences, comparative psychology, and computational modeling of evolutionary processes.

Mr. Pustejovsky

USEM 41b The Romantic Rebellion*Enrollment limited to 17.*

During the Romantic period in England the values of the pastoral ideal and individualism were seen by many literary figures of the time to be in peril as a result of the industrial revolution and the creation of the urban consumer society. The ensuing Romantic Rebellion, fought in print and in the streets, is followed from its inception 200 years ago up to the present and beyond.

Mr. Canter

USEM 42b Experiencing Statistical Thinking*Enrollment limited to 17.*

Uses reading, writing, and discussion, on the one hand, and experimentation, on the other, to delve into the role of statistical thinking in current life. Throughout the semester, we experiment with materials whose analysis and description require seminar participants to develop statistical concepts for themselves.

Messrs. Fraden or Lange

USEM 43b Speaking Truth to Power?: The Intellectual and Social Responsibility.*Enrollment limited to 17.*

Study of key 19th- and 20th-century intellectuals and their precursors from classical antiquity and after, in terms of questions of commitment, responsibility, and complicity. Special one-time offering.

Mr. Sanders

USEM 44a I Spy: Ritual, Spectatorship, and Violence*Enrollment limited to 17.*

Focuses on a central aspect of Western culture: the connection between the I and the eye—the need to watch, to see and be seen; to peek and pry, to be a voyeur, to seek pleasure through watching.

Mr. Mandrell

USEM 45b Philosophy and Everyday Life*Enrollment limited to 17.*

We think philosophically about moral problems that confront us in our day-to-day lives (something philosophers rarely do). Examples include: racist/sexist jokes, white lies, gossip, sexual behavior, smoking, gambling, downloading MP3s, mutual responsibilities of parents and children, charity, drug use, modesty, and politeness. Mr. Samet

USEM 46b Cities and Cyberspace*Enrollment limited to 17.*

How are cities and cyberspace related? How do anonymity and transiency, characteristics common to both, shape social identity and social relationships? These questions are addressed in an exploration of urbanism and the worlds of computer-mediated communication. Mr. Jacobson

USEM 47b Growing Up and Growing Old: Concepts of Masculinity and the Adult Life Cycle*Enrollment limited to 17.*

Using Erik Erikson's theory of the life cycle, we explore the difficult transitions in adult life and the various roles men play as they mature from adolescence into adulthood and old age. Topics include the creation of the autonomous self, the search for a vocation and success; the patterns of romance, intimacy, and parenthood; the mid-life crisis; old age; and the confrontation with death. Mr. Holmberg

USEM 48b The Rational and Irrational*Enrollment limited to 17.*

Rationality has often been viewed as humanity's most distinctive and prized possession. Reason is said to elevate us above other living things and to make human existence especially valuable. However critics and detractors have held that there is at bottom a core of irrationality that is indispensable to the meaning of our lives. We explore the scope and limits of human reason from the perspectives of philosophy, psychology, and literature. Mr. Hirsch

USEM 49a+W Text and Subtext*Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.*

A close study of eight classics of Western literature and film that explore how their surface contents connect with meanings that they convey only indirectly. The literary works to be examined range from Sophocles to Ibsen. Two film classics will be analyzed on the same basis. Mr. Binion

USEM 50b Humor*Enrollment limited to 17.*

Often thought of as light reading, humor can also be great literature. We read and discuss humorous works by writers such as Aristophanes, Shakespeare, Molière, and Mark Twain, among others. Mr. Gessel

USEM 51a Faces: Understanding the Influence of Appearance on Social Perception and Social Development*Enrollment limited to 17.*

An interdisciplinary examination of the ubiquity, origins, and consequences of using facial appearance to judge psychological attributes. Attention is given to associations between facial appearance and character in literature and the arts, and to biological, social, and psychological analyses of these associations. Ms. Zebrowitz

USEM 52a Race and Representation*Enrollment limited to 17.*

As readers of literature and as viewers of film, do we have shared assumptions about the racial and ethnic identities encoded in the texts we receive? How do we learn to "read" categories such as "white," "ethnic," or "mixed," and how is this related to our status as citizens? We review narrative and cinematic strategies in 19th- and 20th-century texts, paying close attention to issues of assimilation and marginality, racialized constructions of gender, and the politics of interpretation. Ms. Smith

USEM 53b Conflict and Concord in Near Eastern Myth*Enrollment limited to 17.*

Explores the themes of chaos and order, war and peace, sickness and wholeness, and death and life in various myths and related texts from ancient Mesopotamia, Anatolia, Syria, Egypt, and Israel. Mr. Wright

USEM 54a Ideas of Equality, Systems of Inequality*Enrollment limited to 17.*

Examines classic and contemporary accounts of equality and inequality in Western and non-Western societies. We first read influential philosophical texts on equality and inequality, and then confront these speculative accounts with empirical evidence from the ancient Near East and from so-called "egalitarian" societies. We locate the origins of an ideology of individual equality in the Western tradition and examine ways that obvious evidence of social inequality is rationalized in contemporary America. Mr. Parmentier

USEM 55a Tales of Travel*Enrollment limited to 17.*

Looks at the way travel creates meaning through writing, images, and film. Examines tales of fictional and non-fictional travelers in order to ponder themes of empire, tourism, national identity, natural history, and scientific imperialism. Ms. Dávila

USEM 55b Music as Text*Enrollment limited to 17.*

Is music a kind of text? We explore ways in which classical music conveys meaning by considering compositions based on other works of art (for example, an autobiography, novel, or painting). We consider the potential of music to narrate a story and investigate ways in which film uses classical music to help tell a story. Ms. Owens

USEM 56b From Vitruvius to Venturi: Study of Architecture through Texts, Theories, and Treatises*Enrollment limited to 17.*

Through texts as varied as the pattern books of Palladio; the memoir *House* by Tracy Kidder; the film and novel *The Fountainhead*; the life of Frank Lloyd Wright; the original notes of architects and the reviews by critics; we explore architecture from the ancient to the modern as a metaphor for other humanistic disciplines. Mr. Bernstein

USEM 57a+W Freedom and Repression*Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.*

Looks at various models of freedom, as well as at how states engage in repression to preserve systems of privilege. Specific cases examine democracy in the United States, colonialism in Africa, and totalitarianism in Nazi Germany and Stalinist Russia. Mr. Cunningham

USEM 57b Tomorrow is Another Africa*Enrollment limited to 17.*

Humankind itself was born on the giant continent of Africa. Gloriously varied in background and environment, Africans face difficult challenges. Poverty persists. AIDS spreads. Many institutions are in disarray, the legacy of the slave trade, colonial rule, and of being the last to be incorporated in the world's systems of markets and states. We explore these challenges as Africans build for tomorrow. Ms. Morgenthau

USEM 58a The Secret Life of Things*Enrollment limited to 17.*

What makes us certain of the difference between inanimate things and living beings? We study living or life-bearing objects in texts such as *The Aeneid*, Defoe's *Robinson Crusoe*, Shakespeare's *The Tempest*, film such as *Fitzcarraldo*, and in the theoretical writings of Marx and Mauss. Mr. Plotz

USEM 58b Animal Kingdoms*Enrollment limited to 17.*

The term "animal kingdom" suggests an analogy between the human and animal worlds. We explore the meaning and significance of the analogy—aesthetically and ideologically—in a wide variety of cultural activities and artifacts. We focus on "high" and "popular" cultures. Mr. Morrison

USEM 59a Majorities and Minorities*Enrollment limited to 17.*

Explores how political philosophers and practitioners from ancient Greece to the contemporary era have dealt with the problem of reconciling the rights of individuals, majority groups, and minorities in democratic political systems.

Mr. Burg

USEM 60b Art and the Bible*Enrollment limited to 17.*

From prohibition to inspiration, the Bible has had a profound influence on the development of art. Explores the rich and complex relationship between sacred text and image in Jewish, Christian, and Islamic art from antiquity to the present.

Mr. McClendon

USEM 61a Illness Narratives*Enrollment limited to 17.*

How do people make sense of illness and caring for sick people through stories? Beginning with a historical overview of Western medicine, we analyze illness narratives as a coping device and a means to restore one's biography. The different viewpoints of health care providers and patients are linked to the broader structural characteristics of the modern health care system.

Mr. Timmermans

USEM 61b-W Stigmatized Identities

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Society creates stigmas that can stain one's reputation. We examine sources and forms of stigmatization and managing stigmatized identities, focusing on deviance, disabilities, and the Hollywood "blacklist." We investigate stigma through text, film, and firsthand interviews.

Mr. Conrad

USEM 62a-W Children's Literature and the Construction of Childhood*Enrollment limited to 17.*

Whether children's literature has sought to civilize or to subvert, to moralize or to enchant, it has formed a bedrock for the adult sensibility. Childhood reading reflects the unresolved complexity of the experience of childhood itself as well as larger cultural shifts in values and beliefs.

Ms. Miller

USEM 63a Art and Propaganda: The Persuasive Image*Enrollment limited to 17.*

An investigation of the ways in which visual images in all media have been used to persuade the public to accept certain ideological views. What are the various forms propaganda can take, and what are the methods it uses?

Ms. Allara

USEM 63b The Name of This Course Has Two Mistakes!*Enrollment limited to 17.*

Figured it out? You will by the end if the course! Covers in outline form a mathematical proof of certain limitations of what we can express in precise formal languages. For students interested in mathematical and logical problems.

Mr. Berger

USEM 64b Madness in Western Civilization*Enrollment limited to 17.*

Explores the meaning of "madness" in Western civilization—how its definition changed over time, how societies have sought to address the problems it raises, and how it has been reflected in literature, art, and law.

Mr. Freeze

USEM 65a-W Critique of Erotic Reason

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Perhaps the most prominent literary theme of the last two centuries is love, (especially of the romantic and erotic variety) and marriage. It has amounted to a secular metaphysics of the post-religious age. But is the novel of love still possible in our demystified world? Does it belong to an era and a way of life that has receded into the past? We explore a few classics of this genre together with some philosophical essays from Plato to the present. Works by Jane Austen, Goethe, Stendhal, Flaubert, Musil, Schnitzler, Kundera, Jeanette Winterson and others.

Mr. Dowden

USEM 66b History of Utopia*Enrollment limited to 17.*

Why imagine utopias? How and why have utopian ideals changed over time? Students read and discuss Plato's *Republic*, the Christian gospels (King James version), More's *Utopia*, Shakespeare's *The Tempest*, Charlotte Perkins Gilman's *Herland*, and an additional utopian novel of their choice.

Ms. Irr

USEM 67a Politics as Seen through Fiction*Enrollment limited to 17.*

How modern fiction helps us understand the dilemmas of politics, the tensions between ideas and actions, social change, leaders and followers, societies in transition and decay, revolution, law, bureaucracy, and ethnicity. We read Koestler, Twain, Sartre, Oz, Solzhenitsyn, Kafka, and Greene. Format will be a highly interactive seminar with several short writing assignments.

Mr. Levin

USEM 67b Political Biography*Enrollment limited to 17.*

Examines political leadership as seen through works of biography, autobiography, and biographical fiction. Uses political biography as a source of political ideas and pictures of political and social life.

Mr. Levin

USEM 68a-W Heaven, Hell, and the Space in Between

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Western art and literature have long used heavens and hells in a variety of ways: as symbols for theological beliefs, as expressions of metaphysical truths, as depictions for the individual's psychological ecstasies and agonies, and as allegories for social and political commentary. Spanning antiquity to the present, we examine such heavens and hells as they are viewed from the "space in between," in literature, art, and music.

Mr. Swensen

USEM 69b Beyond Good and Evil*Enrollment limited to 15.*

What are the sources of morality...and of evil? Are "good" and "evil" opposed to one another? What is the point of being moral? What is the attraction of "evil"? We explore these questions using texts by Sophocles, Augustine, Aquinas, Machiavelli, Shakespeare, Mozart, Nietzsche, Freud, and Marx.

Ms. Rorty

USEM 70a Aliens! Foreigners! Immigrants! Conflicts and Resolutions*Enrollment limited to 15.*

What conflicts are experienced by immigrants and their children? Are these conflicts resolved? How does our society respond to the issues of immigrants? How are these conflicts reflected in the literature of our time and in the popular culture? Through selected texts and interviews with immigrants, we explore the conflicts of language and culture, of generational differences, and of economics. We also study the ways in which people and our society struggle with these conflicts and how they are portrayed by these texts.

Ms. Older

USEM 71b Right and Society*Enrollment limited to 17.*

Explores theories of the best society, the nature of public and private obligation, the authority of law, and the nature of justice. Focuses on a handful of key texts from the classical and modern periods and examines their different visions of the nature of public duty and public life and their different theories of the role of political life in human destiny.

Mr. Burt

USEM 72a Victorianism

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Examines the myths and realities of a cultural concept in its 19th century and in its more recent usage. We examine aspects of Victorian society and institutions; beliefs, science, thought, and education; literature, art, architecture, and music; and humor.

Mr. Black

USEM 73a+W Thinking about Infinity

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Explores the attempts of the finite human mind to think about infinity. Readings in mathematics, history of science, philosophy, literature, and art, including Euclid, Plato, Cantor, Poincaré, Einstein, Pascal, Kant, Hegel, Wordsworth, Shelley, Joyce, Beckett, Leonardo, Michaelangelo, and Raphael.

Mr. Flesch

USEM 74b Population Size and Human Welfare

Enrollment limited to 17.

A debate on the relationship between human population size and human welfare has been in process since at least 1798. Food supply is a major component of welfare, and so we pay special attention to the production and distribution of food.

Mr. Hunt

USEM 75b+W Nature, Art, and Illusion

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

How the physical stimulus, its representation on the eye, and our phenomenal image of it are related, has challenged philosophers, scientists, and artists. We explore this problem historically and in laboratory experiments examining visual illusions in nature and art.

Mr. Morant

USEM 76a+W Law and the Search for Authority

Enrollment limited to 17.

Examines how societies seek to justify their basic legal rules. Readings drawn from political, historical, and philosophical works that search for ultimate legal principles in written constitutions, totalitarian authority, custom and tradition, or the fallible capacities of human reason.

Mr. Gaskins

USEM 77b+W Nature and Your Place in It

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Where do humans stand in relation to nature? Does our environment shape or even determine us physically, culturally, or psychologically? Or is nature merely the helpless victim of our depredations? We look at how our ancestors have answered these questions.

Mr. Hellyer

USEM 78b Jews and Gender

Enrollment limited to 17.

A look at the construction of Jewish sexuality in literature, films, illustrations, caricatures, and posters in the last 150 years as a response to modern theories of race, ethnicity, and nationality.

Mr. Peleg

USEM 79a Environment as Modern Myth: Books, Movies, and Marketplace

Enrollment limited to 17.

What role does the natural environment play in our vision of the world? Is it a warm and welcoming womb; a savage, fearsome force; a worldly embodiment of a higher power; a precious resource needing protection from man's destruction; a convenient source of images for product marketing? We explore these divergent images as portrayed in fiction and non-fiction, film and popular culture; and analyze the relationship between these concepts and our treatment of the natural world.

Ms. Goldin

USEM 80b Memory and Democratic Prospects in State Damaged Societies

Enrollment limited to 17.

Examines the prospects for democratic governance in state-damaged societies. We examine how the social memory of catastrophe (war, famine, repression, and genocide) enables or hinders the process of democratic construction or reconstruction. We explore the applicability of the concept of psychic trauma to state-damaged societies and the formation of collective memory.

Mr. Thaxton

USEM 81a The Subversiveness of Asking "Why?"

Enrollment limited to 17.

It is common to wonder why people behave as they do. Less common is consideration of the implications of even supposing that the question might be answerable. We consider causal accounts of human actions, and consequences for notions of responsibility and punishment.

Ms. Herzfeld

USEM 82b+W War in World History

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

How has war affected the course of world history? How different does war look across the ages? How has technological innovation influenced the conduct of war and the evolution of societies? These are the broad questions we address.

Mr. Art

USEM 83a Critical Thinking

Enrollment limited to 17.

We learn how to identify, construct, analyze, and evaluate arguments, as well as the common traps and false assumptions that lead to shoddy thinking. Our primary objectives are to develop the ability to distinguish good arguments from bad arguments and the ability to reason well.

Mr. Petsko

USEM 83b Science in Art

Enrollment limited to 17.

How do we know whether that painting or that sculpture is "genuine"? Usually it's because we take the word of the museum or of the art dealer. But many works of art are discredited every day as new methods are applied to determine the "fine structure" of a particular artifact. We will begin to look at art objects critically, from the point of view of the conservator, who has to determine a piece's value before it is bought or is displayed.

Ms. Ringe

USEM 84a Philosopher's Choice

Enrollment limited to 17.

The students determine the issues they want to discuss, which are selected from the readings, but the instructor chooses the readings. Everyone in the class will bring only their own experience, instead of any expertise, to the material in the readings. Readings will include works by Ryszard Kapuscinski, Philip Roth, Ckournos, Ben Rogers, Jeffrey Toobin, Bob Woodward, Thomas Mann, Alan Dershowitz, Saul Bellow, John Updike, Homer, and Virginia Woolf.

Mr. Greenberg

USEM 84b+W The American Immigrant

Enrollment limited to 17.

The story of America, from colonial days to our day, is the story of immigration. Explores that story using letters, memoirs, fiction, and film. Through these sources, we accompany selected immigrants as they leave home, journey to a new land, secure a job, interact with a new culture, and clash with their Americanized children.

Mr. Sarna

USEM 85b+W Breaking the Rules: Deviance and Non-Conformity in Pre-Modern Europe

Enrollment limited to 17.

Explores the ways in which "deviant" behavior was defined and punished by some, but also justified and even celebrated by others in pre-modern Europe. Topics include vagrancy, popular uprisings, witchcraft, religious heresy, and the status of women.

Mr. Sreenivasan

USEM 86b The Art of Seeing Things Invisible

Enrollment limited to 17.

Our world is largely a creation of vision's capacities. To learn what vision could tell us about ourselves and about other life forms, we explore a variety of perspectives on vision from psychology, art, biology, speculative fiction, comparative zoology, philosophy, and computer science.

Mr. Sekuler

USEM 86a+W What Happened to the American Dream[s]?

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Explores complex goals and paradoxes of American aspirations through four centuries of literature and legal expression, *including* case law and film. From the "I" of autobiography to the "we" of oratory, it analyzes immigrant dreams, dreams of liberty, individualism, and personal success. Ms. Davis

USEM 87a Be a Mensch! Write!

Enrollment limited to 17.

Creativity, memory, emancipation: from fairy tales passed on orally to globally communicated cyberstories, humans all over the world create, interpret, and critique stories to leave their indelible mark. We investigate the meaning of reading and writing in Homer's *Odyssey*, Virginia Woolf's *A Room of One's Own*, Bernhard Schlink's *The Reader*, and others. Ms. von Mering

USEM 87b Time

Enrollment limited to 17.

The approach of a new millennium often causes us to reflect upon our understanding of "time." Through readings of ancient and contemporary literary and non-literary texts, we explore the ways in which humans develop, express, research, and project their concepts of "time." Ms. von Mering

USEM 87b+W Time

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

See USEM 87b for course description. Ms. von Mering

USEM 88a Islands

Enrollment limited to 17.

Islands are worlds unto themselves, capable of developing singular ecologies and singular "forms of life," yet vulnerable to invasion and swift destruction. We study the wealth and the fragility of islands, as mythical and as actual places. Ms. Quinney

USEM 88b+W Free Will

Enrollment limited to 17.

Explores the debates over free will and the limits of human choice that have pervaded literary, philosophical, and religious writing since ancient times. Readings include selections from the Hebrew Bible and the New Testament; Augustine, Luther; Calvin; Shakespeare; Milton; Locke; Edwards; Dostoevsky; Kafka; Beckett. Ms. Targoff

USEM 89a+W Modern Ideas and Modern Identities: America in the 1920s

Enrollment limited to 17. Satisfies Option I of the first-year writing requirement. Meets for four hours per week.

Present debates about ethnic and gender identity are only the latest in a long argument about the relationship of individuals to their pasts. We examine some notions of identity in American social thought and fiction of the 1920s.

Mr. Engerman

University Writing

The writing requirement is satisfied by completing one of the following options:

Option I: One University Seminar in Humanistic Inquiries Plus Writing (USEM+W) course taken in the first year, plus two writing intensive courses. The USEM+W course has a fourth hour of instruction focusing on composition that is closely linked, thematically and stylistically, to the academic disciplines that define the context and content of the course.

Option II: One University Writing Seminar (UWS) taken in the first year, plus one writing intensive course, in addition to a University Seminar in Humanistic Inquiries (also taken in the first year). The UWS is a full-credit course specifically dedicated to writing as a subject in its own right; it treats writing as a multifaceted art and gives students an opportunity to study and experiment with a broad range of writing styles.

All first year students will thus complete either a USEM+W or a UWS course. Both courses place special emphasis on forms of argumentation. Other areas of attention include critical reading, essay structure, revising, research skills, and proper documentation.

Writing Intensive courses are upper-level courses that are offered in departments throughout the University. Normally taken in a student's second or third year, these courses are based in a specific academic discipline and require frequent or regular attention to writing and instruction in the skills of academic writing.

The list of courses that satisfy the Writing Intensive requirement changes each year. The following list should be considered preliminary, courses that satisfy the requirement in a particular semester are designated "wi" in the course schedule for that semester. When there is a conflict between this *Bulletin* and the Course Schedule(s) regarding the designation of a course as Writing Intensive, then the information in the Course Schedule takes precedence. Consult with the director of University Writing if in doubt about whether a course satisfies the requirement in a specific semester.

Courses of Instruction

COMP 1a Composition

Prerequisite: Placement by the director of University Writing. Enrollment limited to 10 per section. Successful completion of this course does NOT satisfy the first-year writing requirement.

A course in the fundamentals of writing, required as a prerequisite to the first-year writing requirement for selected students identified by the Director of University Writing. Several sections will be offered in the fall semester.
Staff

UWS ##a and ##b University Writing Seminar

Enrollment limited to 17. Four semester hour credits.

A course in college writing, with stress on writing sound argumentative essays that demonstrate mechanical and stylistic expertise. This course satisfies Option II of the first-year writing requirement. Offered every semester.
Staff

Writing Intensive Courses

American Studies

AMST 100a

Classic Texts in the American Culture to 1900

Anthropology

ANTH 83a

Anthropological Inquiry

ANTH 138a

Social Relations in Cyberspace

ANTH 144a

The Anthropology of Gender

Biology

BIOL 18a

General Biology Laboratory

BIOL 160b

Human reproductive and Developmental Biology

Chinese

CHIN 105b

Advanced Conversation and Composition II

Classical Studies

CLAS 115b

Topics in Greek and Roman History

Comparative Literature

COML 130a

Poetic Voices of Protest

Economics

ECON 8b

The Global Economy

English

ENG 6a

American Literature from 1832 to 1900

ENG 106b

American Utopias

European Cultural Studies

ECS 100a

European Cultural Studies: The Proseminar (Fall term—Mr. Dowden only)

French Language and Literature

FREN 106b

L'Art d'Écrire: French Composition

FECS 145a

Topics in French Fiction in Translation

FREN 150b

Topics in French Poetry

Hebrew Language and Literature

HBW 123a

(formerly HBRW 110a)
Introduction to Modern Hebrew Literature I

HBW 123b

(formerly HBRW 110b)
Introduction to Modern Hebrew Literature II

HBW 143a (formerly HBRW 111a)

Advanced Survey of Hebrew and Israeli Literature I

HBW 143b (formerly HBRW 111b)

Advanced Survey of Hebrew and Israeli Literature II

HBW 146a (formerly HBRW 107a)

The Voices of Jerusalem

HBW 161b (formerly HBRW 106b)

Israel Today—Advanced Conversation and Writing

HBW 164b (formerly HBRW 104b)

Israeli Theater

HBW 166b (formerly HBRW107b)

Portrait of the Israeli Woman

HBW 170a (formerly HBRW 104a)

Israeli Cinema

History

HIST 158b

Social History of the Confederate States of America

HIST 169a

Thought and Culture in Modern America

Latin American Studies

LAS 100a

Topics in Latin American Studies

Legal Studies

LGLS 120a

Sex Discrimination and the Law

LGLS 127b

Law and Letters in American Culture

LGLS 129b

Law, Technology, and Innovation

Mathematics

MATH 23b

Introduction to Proofs

MATH 36b

Mathematical Statistics

MATH 47a

Introduction to Mathematical Research

Near Eastern and Judaic Studies

NEJS 86b

Introduction to Yiddish Prose

NEJS 162a

American Judaism

Psychology

PSYC 152a

Experimental Psychology (Fall term—Ms. Sherman only)

Sociology

SOC 189a

Sociology of Body and Health

Spanish Language and Literature

SPAN 106b

Spanish Composition, Grammar, and Stylistics

Foreign Language

Objectives

Knowledge of a foreign language is intrinsic to a sound education in the liberal arts. Language not only defines cultural identity, it constitutes the basis of the literary and philosophical heritage that is at the heart of advanced learning in the humanities. Stepping into another language enriches the imagination by offering fresh insights, perspectives that challenge unexamined habits of mind, and the simple adventure of gaining access to an alien way of life and thought.

Brandeis requires its undergraduates to command a certain degree of proficiency in the use of one foreign language, either ancient or modern. The requirement is satisfied when the student has successfully completed and passed a 30-level (or higher) course with a letter grade. The customary progression for language course work done at the University is three semesters comprising the 10-, 20-, and 30-level course sequence. The number of class hours required per week in any given course may vary depending on departmental requirements.

Following is a list of the language programs of study available at Brandeis with the basic course sequence for satisfying the language requirement. Additional courses beyond the basic sequence can be found in the course listings for each of these programs.

Basic Language Sequences

Arabic	10a, 20b, 30a
Chinese	10a, 20b, 30a
French	10a, 20b, and one of the following: 32a, 33a, 34a
German	10a, 20b, and 30a or 39a (Honors)
Greek (Ancient)	10a, 20b, 30a
Hebrew	10a, 20b or 29b, 34a, 35a, 39a
Italian	10a, 20b, 30a
Japanese	10a, 20b, 30a
Latin	10a, 20b, 30a
Russian	10a, 20b, 30a
Spanish	10a, 20b, and one of the following: 31a, 32a, 33a, 34a
Yiddish	10a, 20b, 30a

University Organization

Board of Trustees

Under Massachusetts law, the Board of Trustees is the governing body of the University. There are four faculty representatives and three student representatives to the Board who participate in Board meetings and have votes on the several committees. The chair of the Fellows, the president of the National Women's Committee, and the president of the Alumni Association serve *ex officio*. The Alumni Board elects annually one Alumni Term Trustee who, upon approval by the Board, serves as a full voting Trustee for a four-year term.

The President

The President, the chief executive officer of the University, is appointed by the Board of Trustees and is responsible for all University activities.

Board of Fellows

University Fellows comprise about 400 national leaders from a broad base of business, educational, and public life who lend counsel, expertise, and support to University development and planning programs.

The President's Council

President's Councilors are leading men and women throughout the country whose skills and experience are placed at the disposal of the Brandeis President in areas of their special competence.

The Provost and Deans

The provost and senior vice president for academic affairs is the chief academic officer of the University with administrative authority under the President for setting and implementing academic policy.

The provost and associate provosts have responsibility for certain administrative and academic areas of the University including research activities; Rabb School for Summer and Continuing Studies; grant, contract, and patent administration; the Library; development; and strategic planning.

The dean of arts and sciences has administrative responsibility for the graduate, undergraduate, and research functions of the school of arts and sciences. The dean is responsible for the undergraduate and graduate curricula, faculty, staffing, oversight of academic departments, and other academic matters.

The dean of The Heller School for Social Policy and Management oversees the academic activities of the University's first professional school and its work in such policy areas as aging; children, youth, and families; health; mental health; substance abuse; disabilities; and work, inequality, and social change.

The dean of the Graduate School of International Economics and Finance oversees the academic, professional, and development activities of the University's second professional school. Research areas of the school include international business, economic policy, trade and export, finance, and regional economic integration.

The Faculty Senate

The faculty senate, the elected representative body of the faculty, discusses such issues as academic freedom and responsibility, University policy, appointments, tenure, dismissal, and salaries.

The Vice Presidents

The executive vice president and chief operating officer oversees Brandeis's complete financial and administrative support operations. The major responsibilities include budgeting and planning, financial accounting, capital programs, endowment and investment management, information technical services management, management analysis, plant operations, employee relations, security, and internal audit. The executive vice president also serves as principal liaison with the Budget and Finance, Investment, Facilities, and Audit Committees of the Board of Trustees.

The senior vice president for institutional advancement is responsible for directing the fundraising and external relations activities, including planned giving, leadership gifts, the Annual Fund, alumni events and services, and corporate and foundation relations, in addition to a major multi-year capital campaign.

The senior vice president for students and enrollment oversees the recruitment, retention, and quality of life for students. Departments and units reporting to the senior vice president include undergraduate admissions, financial aid, registrar, institutional research, student accounts, and student services, including residence life, career services, student activities, multicultural programs, counseling, health services, religious life, and athletics. The senior vice president coordinates with the Dean of Arts and Sciences, the Office of

Undergraduate Academic Affairs, and the Office of Student Enrichment Services to ensure the quality of academic advising and support services and their relationship to cocurricular life.

The vice president for public affairs is the University's communications and government relations arm, responsible for developing and implementing strategies to enhance the image of the University. The Office of Public Affairs includes media relations, publications, Web services, and government relations.

The general counsel is the chief legal advisor to the President, the Board of Trustees, and the University's senior management officers.

The associate vice president for capital projects is responsible for campus planning, major renovations, and new construction of University facilities.

National Women's Committee

The National Women's Committee, the largest friends of a library association in the world, has been a partner of the University since its founding in 1948. The primary mission of the Women's Committee is to support the Brandeis University Libraries, which includes the acquisition of books and research journals, restoration and preservation, development of computer technology, and student work assistance. Most recently, the NWC raised \$2.5 million to endow a chair for a University librarian and to provide scholarships for Brandeis students. Since the organization's founding by eight women in Boston, the National Women's Committee has contributed almost \$80 million to Brandeis University.

The volunteer organization offers its membership a wide range of educational and social activities. These include unique study group programs with syllabi provided by Brandeis faculty, lectures by University speakers, and town forums on timely issues. University Outreach provides local adult education seminars at chapters throughout the country. National Women's Committee volunteers serve as ambassadors of goodwill for Brandeis in their local communities.

A national office, housed at the University, is staffed by professionals responsible for working with the organization's volunteer leadership. Together, they develop projects, coordinate fund-raising activities, and implement educational and community service programs for its 45,000 members in 96 chapters throughout the United States.

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2002-03 Academic Calendar

Fall Term 2002*

Monday-Friday	August 5-September 13	Graduate students register and enroll.
Sunday	August 25	New undergraduate students arrive.
Monday-Friday	August 26-September 13	Undergraduate students register and enroll. New students start Monday, August 26; returning students start August 27.
Tuesday	August 27	Residence halls open for returning students.
Thursday	August 29	First day of instruction.
Monday	September 2	No University exercises, staff holiday: Labor Day.
Friday	September 13	Last opportunity to enroll in courses for all students. Last opportunity to drop courses without instructor's permission. All work for spring term undergraduate incompletes due to instructors.
Monday	September 16	No University exercises, staff holiday: Yom Kippur
Tuesday	September 17	Brandeis Monday: Monday class schedule in effect.
Friday	September 20	Grades replacing spring undergraduate incompletes due in the University Registrar's Office.
Friday	September 27	Last day for undergraduates to elect a pass/fail option for the current term and to convert to graded basis for the preceding term.
Friday	October 4	Last day for undergraduates to drop courses without transcript notation (instructor's permission required). Last day to drop Module I GSIEF and Heller courses.
Friday	October 11	Undergraduate midterm grades due in the University Registrar's Office.
Monday	October 14	Staff holiday, classes in session: Columbus Day.
Monday-Wednesday	October 28-November 6	Undergraduate registration period for spring term 2003.
Friday	November 8	Last day for undergraduates to drop courses with a "W" transcript notation (instructor's permission required).

Monday	November 25	Last day for all Graduate Arts and Sciences, Graduate International Economics and Finance, and Heller School students to drop a course with the signatures of the instructor and chairperson.
Thursday-Friday	November 28-29	No University exercises, staff holidays: Thanksgiving.
Monday	December 2	Last day for February graduate degree candidates to submit penultimate copies of dissertations to program chairs and to file Application for Degree in the Office of the University Registrar. Last day for February Heller School degree candidates to submit penultimate copies of dissertations and Application for Degree at the Heller School Registrar.
Tuesday	December 3	Last day of instruction. Last day to voluntarily withdraw from the semester (written notification required).
Wednesday	December 4	Study day.
Thursday-Thursday	December 5-12	Final examination period.
Friday	December 27 10:00 am	Fall term grades due in the University Registrar's Office. Grades replacing Graduate Arts and Sciences, Graduate International Economics and Finance, and Heller School incompletes from spring term 2002 due. Final day for faculty certification that February master's candidates have completed degree requirements, including language(s) and theses, and that Ph.D. candidates have defended dissertations.
Monday	January 6	Final day for February graduate doctoral candidates to deposit dissertations at the Graduate School Office. Final day for February Heller School doctoral candidates to deposit dissertations at the Heller School Registrar.

*Note: Make-up examinations for spring term 2002 will be held September 5, 9, and 10, 2002.

Policy of Brandeis University Pertaining to Religious Observance

In constructing the academic calendar, religious holy days will not be the sole factor in determining days on which classes will be held or suspended. It is the policy of the University, however, that students be encouraged to observe their appropriate religious holy days; that

instructors strive to facilitate this by allowing absence from classes for such purposes and by trying to ensure that no examinations, written reports, oral reports, or other mandatory class assignments are scheduled for or due on such holy days; and that instructors provide ample opportunities for such students to make up work missed on such occasions without penalty. Jewish holidays begin at sundown of the previous evening and end at nightfall of the day listed.



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General catalog

Spring Term 2003*

Sunday	January 12	New undergraduate students arrive. Residence halls open.
Friday-Friday	January 10-24	Students register and enroll.
Monday	January 13	First day of instruction.
Monday	January 20	No University exercises, staff holiday: Martin Luther King Day.
Friday	January 24	Last opportunity to enroll in courses for all students. Last opportunity to drop courses without instructor's permission. All work for fall term incompletes due to instructors.
Friday	January 31	Grades replacing fall undergraduate incompletes due in the University Registrar's Office.
Friday	February 7	Last day for undergraduates to elect a pass/fail grading option for the current term and to convert to graded basis for the preceding term.
Friday	February 14	Last day for undergraduates to drop courses without transcript notation (instructor's permission required). Last day to drop Module I GSIEF and Heller courses.
Monday	February 17	Staff holiday, classes in session: President's day.
Monday	February 24	Last day for May Ph.D. degree candidates in arts and sciences to submit penultimate copies of dissertations to program chairs and to file Application for Degree in the Office of the University Registrar. Last day for May Heller School degree candidates to submit penultimate copies of dissertations and Application for Degree to the Heller School Registrar.
Monday-Friday	March 3-7	No University exercises: Midterm recess.
Friday	March 14	Undergraduate midterm grades due in the University Registrar's Office.
Monday	March 17	Final day for master's candidates to complete foreign language requirement(s) for May degree.
Friday	March 28	Last day for undergraduates to drop courses with a "W" transcript notation (instructor's permission required).
Monday-Thursdays	April 7-17	Undergraduate registration period for fall term 2003.

Friday	April 11	
Tuesday	April 15	class schedule in effect.
Wednesday	April 16	Brandeis Friday: Friday class schedule in effect. Final day for faculty certifications that May Ph.D. candidates have defended dissertations.
Thursday-Thursday	April 17-24	No University exercises: Passover and spring recess.
Monday	April 21	Staff holiday: Patriot's Day.
Friday	April 25	Study day.
Wednesday	April 30	Last day of instruction. Last day to voluntarily withdraw from the semester (written notification required).
Thursday-Thursday	May 1-8	Final examination period.
Monday	May 5	Senior grades for all courses without final exams due in the University Registrar's Office by 10:00 am. Senior grades for all courses with final exams due by 10:00 am on the third day after the examination, and in no case later than Monday, May 12, at 10:00 am. Final day for May graduate doctoral degree candidates to deposit dissertations at the Graduate School Office. Final day for faculty certification that master's candidates' theses have been accepted. Grades replacing Heller School incompletes due. Final day for May Heller School doctoral degree candidates to deposit dissertations at the Heller School Registrar.
Thursday	May 8 10:00 am	Grades for all graduate degree candidates due in the University Registrar's Office.
Monday	May 12	Last day for graduating seniors to convert current pass/fail enrollments to graded basis.
Wednesday	May 14	Department degree meetings at 9:30 am.
Friday	May 16	Faculty meeting at 9:30 am.
Sunday	May 18	Commencement.
Tuesday	May 20 10:00 am	All other spring term grades due in the University Registrar's Office. Graduate incompletes from fall term 2002 due.
Monday	May 26	Staff holiday: Memorial Day observed.

*Note: Make-up examinations for fall term 2002 will be held January 15, 16, and 21, 2003.

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